DOCUMENT RESUME

ED 328 500 SO 030 354

TITLE International Symposium on Disarmament Education: A Report. Proceedings from a World Confederation of Organizations of the Teaching Profession and Japan Teachers Union Symposium (Hiroshima, Japan, October 25-29, 1982).

INSTITUTION Japan Teachers Union, Tokyo.; World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

PUB DATE Oct 82

NOTE 98p.; Photographs will not reproduce clearly.

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Disarmament; Foreign Countries; Higher Education; *International Education; International Organizations; *International Programs; International Relations; *Nuclear Warfare; *Peace; Secondary Education; Teacher Associations; *Teacher Responsibility; Teacher Role; War; World History; World Problems

IDENTIFIERS *Japan (Hiroshima)

ABSTRACT

Proceedings from an international symposium devoted to the cause of disarmament education are presented. Representatives from international and national teacher organizations together with scholars and researchers from 35 countries and all continents attended. The symposium focused on the idea that teachers have a special responsibility to work for peace and disarmament, teach about peace and disarmament, and build a world based on peace and justice. The following speeches were made at the opening ceremony of the symposium: "Never Again Send Our Children to the Battlefield," (Motofumi Makieda); "How Can Teachers Remain Silent?" (James Killeen); "The Value beyond Measure of Peace" (Toranosuke Takeshita); "'For We Shall Not Repeat the Evil'" (Takeshi Araki); "Messages from Hiroshima to Teachers All Over the World" (Akira Ishida); and "Hiroshima, Symbol of Nuclear Cataclysm" (Message from Unesco). The keynote addresses included: "Education and Disarmament Activism--The Most Formidable Challenge of Our Time" (Victor Hsu); "Ideas Which Form a Basis for Disarmament Education" (Mikhail Kabatchenko); and "The United Nations and Disarmament Education after the Second Special Session" (Jan Martenson). Black and white photographs appear in the document and a list of symposium participants is appended. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.J.
CRISEWOOD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 030 354

INTERNATIONAL SYMPOSIUM ON DISARMAMENT EDUCATION

HIROSHIMA, 25 - 29 OCTOBER 1982

REPORT

WORLD CONFEDERATION
OF ORGANIZATIONS
OF THE TEACHING PROFESSION

JAPAN TEACHERS UNION

NIKKYOSO

CONTENTS

Page

THE HIROSHIMA APPEAL 1

INTRODUCTION 4

OPENING CEREMONY

NEVER AGAIN SEND OUR CHILDREN TO THE BATTLEFIELD
by Motofumi Makieda 7

HOW CAN TEACHERS REMAIN SILENT ?
by James Killeen 13

THE VALUE BEYOND MEASURE OF PEACE
by Toranosuke Takeshita 19

'FOR WE SHALL NOT REPEAT THE EVIL'
by Takeshi Araki 20

MESSAGES FROM HIROSHIMA TO TEACHERS ALL OVER THE WORLD
by Akira Ishida 22

HIROSHIMA, SYMBOL OF NUCLEAR CATACLYSM
Message from Unesco 24

KEYNOTE ADDRESSES

EDUCATION AND DISARMAMENT ACTIVISM - THE MOST FORMIDABLE CHALLENGE OF OUR TIME
by Victor Hsu 25

IDEAS WHICH FORM A BASIS FOR DISARMAMENT EDUCATION
by Mikhail Kabatchenko 33

THE UNITED NATIONS AND DISARMAMENT EDUCATION AFTER THE SECOND SPECIAL SESSION
by Jan Martenson 46

PLENARY DISCUSSION 55

REPORT FROM COMMISSION I 57

REPORT FROM COMMISSION II 65

THE TWO-FOLD TASK OF TEACHERS - A SUMMING UP
by Norman Goble 70

CONCLUSION 73

ANNEX: ATTENDANCE LIST

PHOTOS

I WCOTP President Killeen and Past President Makieda lead participants in placing wreaths on the monument to victims of the Hiroshima explosion, Peace Memorial Park, Hiroshima.

II WCOTP Secretary General Goble and President Killeen with
III other participants visit the A-bomb Museum.

IV Motofumi Makieda and James Killeen address opening ceremony.

V International teacher organizations have a common responsibility to work for effective disarmament education. IFFTU Secretary General Fred Van Leeuwen is at front left, FISE Secretary Dimitri Tourtchaninov and Secretary General Daniel Retureau at back. In front, middle and right, are André Drubay and Jean Daubard representing WCOTP constituent federations, FIPESO and IFTA.

VI Rapporteur General, Gabriel Falade, Nigeria Union of Teachers

VII Takeshi Araki, Mayor of Hiroshima

VIII Michio Nagai, former Japanese Minister of Education

IX Mikhail Kabatchenko, Unesco

X Victor Hsu, World Council of Churches

XI Willard McGuire, President, National Education Association (USA)

XII Jan Martenson, United Nations Under Secretary General

XIII Discussions with Hibakusha (A-bomb survivors)

XIV Security measures to protect participants against neo-militarist demonstrators

This report was jointly prepared by WCOTP and JTU.

I

II

BEST COPY AVAILABLE

III

THE HIROSHIMA APPEAL

Teachers of the World!

We participants from international and national teacher organizations together with scholars and researchers from 35 countries and all continents meeting in Hiroshima, Japan, October 26-29 1982, send this appeal to you.

From the time when human beings first walked the earth, from the time when the many civilizations of humanity began to emerge, there has been only one generation - our generation - which has had to live with the prospect of annihilation. For, since 6 August 1945, when the flash of the atomic bomb outshone the sun over Hiroshima, humanity has sown the seeds of its own destruction.

Accelerating technological developments make such concepts as a balance of terror and limited nuclear war increasingly indefensible. It is untenable that not only the policies of states but also the fate of the earth should depend upon a theory - the theory of mutual deterrence. There is no realistic option for the future other than the total elimination of nuclear weapons - of all weapons.

That reality was recognized by the nations of the world at the First United Nations Special Session on Disarmament in 1978. Experts from all parts of the world gathered at a world congress convened by Unesco in 1980 to consider the contribution of education to disarmament.

This year, 1982, the Second United Nations Special Session on Disarmament launched a World Disarmament Campaign.

These events reflect the endeavours of the international community to search for a way for humanity to survive; to, by some means, escape the consequences of its own inventions.

We appeal, from the bottom of our hearts, that all peoples, whether in the West or in the East, in the industrialized or developing countries, unite in the bonds of a common humanity, and march together towards the establishment of a world free from the arms race and war.

The development since World War II of nuclear and other armaments has not only increased the imminent danger of ruinous war but has also wasted the limited assets of the earth, damaging economies, perpetuating inequalities and hindering the possibilities of human development for all.

Resources now expended on armaments are urgently required to overcome the problems of poverty, starvation and illiteracy.

War must be ended as an instrument of national policy. Humanity must turn away from war. We must turn towards the ways of peace.

Here in Hiroshima we have met the survivors. We have been deeply moved by their testimony. We have come to understand the devastation and suffering caused by a single nuclear weapon.

The participants here assembled at this Symposium, convened by the World Confederation of Organizations of the Teaching Profession (WCOTP), call on teachers everywhere to work for peace, for the promotion of disarmament, for the exercise of human rights in all countries, for the benefits flowing from a life free from the fear of destruction.

Education for peace and disarmament must be cradled in every home, promoted in every school and be part of the lives of all people.

We teachers have a special responsibility towards our pupils.

A responsibility to help them prepare themselves to build a more peaceful and just world free from fear and warlike passions.

A responsibility to work, as teachers, to safeguard their futures and their right to life.

This Symposium affirms that education for peace and disarmament is inseparably linked with education for human rights and for development. The widespread repression of human rights is almost invariably associated with the stirring up of warlike passions and threats to peace. In several regions of the world this reality confronts our teacher colleagues at this very time. Teacher unionists have been assassinated, others are imprisoned and tortured because of their opposition to war and their support for peace. The solidarity of the international teachers' movement in the struggle against all such forms of repression is a crucial part of our struggle for peace and disarmament.

The successful introduction of education for peace and disarmament depends on the commitment of teachers. Its promotion engages the responsibility of teacher organizations. In this respect we call for cooperation and unity of purpose among all teacher organizations, national and international.

Teachers should:

. Show by example, both in their own lives and in their teaching, that peace and disarmament gives hope for the future of the world;

- Prepare and implement programmes for education on peace and disarmament, including formal and informal methods, and involving parents, the union movement, the general community, and the mass media;

- Teach from the lessons of history and, in particular, the cruel experience of the victims of Hiroshima and Nagasaki;

- Disseminate the principles expressed in the final document of the Unesco 1980 World Congress on Disarmament Education and call on governments to encourage and promote programmes to implement those principles;

- Support, together with the populations and all the teachers of the world, movements which influence the thinking of governments away from war, towards peace and disarmament, towards the exercise of fundamental freedoms, and towards the promotion of development and human dignity.

Fellow teachers, we call on you to act. We have a common responsibility.

* Work for Peace and Disarmament

* Teach about Peace and Disarmament

* Build a world based on Peace and Justice

* Never again send our children to the battlefield!

INTRODUCTION

(from the report of the Rapporteur-General)

Sixty delegates from thirty countries and ten international bodies participated with 147 teachers, scholars and journalists from Japan in the International Symposium on Disarmament Education organized jointly by the World Confederation of Organizations of the Teaching Profession (WCOTP) and the Japan Teachers' Union. The symposium was held in Hiroshima, Japan from October 25 - 29, 1982 (during United Nations Disarmament Week) and was convened with financial assistance from the Paris headquarters of Unesco. Bringing together a considerable number of WCOTP's national organizations, the symposium demonstrated impressively the Confederation's solidarity on an issue of crucial importance to teachers everywhere.

A press conference held prior to the symposium by WCOTP President, James Killeen, and WCOTP past President and JTU President, Motofumi Makieda, was attended by representatives of all major Japanese newspapers and television and radio stations, as well as international press networks.

A feature of the symposium was the extensive press coverage in Japan throughout the entire week. On the evening of Monday, 25 October, all the major news services covered the visit of participants to Hiroshima's Peace Memorial Park and the A-bomb Museum, and their discussions with the survivors (see below). News broadcasts on subsequent evening services featured the daily highlights of the symposium, while major Japanese newspapers ran special daily columns on the discussions from Monday through Friday, with additional coverage in news items.

Before the opening of the symposium, delegates visited the Peace Memorial Park and the A-bomb Museum. The Park is located at the hypo-center of the blast which occurred on 6 August 1945. On that day, the heart of a bustling city was transformed within seconds into a desolate wasteland. In the years which followed, as the people of Hiroshima slowly reconstructed their city, they set aside the central area as a place of tranquillity and contemplation. To one side, in the distance, one sees the twisted steel girders of the atomic dome, the remains of the former Hiroshima industrial arts building, the one ruin preserved by the city as a reminder for all time of what happened.

IVa

EDUCATION ON DISARMAMENT EDUCATION
SUR L'EDUCATION POUR LE DESARMEMENT
LA EDUCATION PARA EL DESARME
シンポジウム
SPEAKER

IVb

EDUCATION ON DISARMAMENT EDUCATION
SUR L'EDUCATION POUR LE DESARMEMENT
LA EDUCATION PARA EL DESARME
シンポジウム

V

VI

INTERNATIONAL
COLLOQUE INTERNATIONAL
SYMPOSIO

The international participants were met at the entrance to the A-bomb Museum by the Director, himself a Hibakusha (A-bomb survivor). The visitors filed slowly and silently past the exhibits trying to comprehend the enormity of the catastrophe inflicted on the city 37 years ago by one small atomic weapon - a mere pilot version of the thousands of multi-megaton warheads which threaten the whole of humanity today.

An estimated 200,000 people died in the blast which devastated 13 square kilometers. Outside the Museum, James Killeen and Motofumi Makieda, leading the participants in a tribute to the memory of those who died, placed two wreaths upon the monument at the center of the Park.

The international participants then went to a hospital where they met in small groups with survivors who continue to suffer from serious radiation-related illnesses. Through interpreters, the Hibakusha told in simple but moving terms of their experiences and the effects on their lives. In some cases, illnesses such as leukemia had become evident many years later. Their plea was straightforward and direct: 'Never let such a thing happen again.'

The symposium

Special guests who took part in this memorable event included Mr. Jan Martenson, Under-Secretary-General, United Nations Department for Disarmament Affairs, Mr. Mikhail Kabatchenko, Chief, Section of Education for International Understanding and Peace, Unesco, Mr. Victor Hsu, Representative of the World Council of Churches to the United Nations, Mr. Toranosuke Takeshita, Governor of the Prefecture of Hiroshima, Mr. Takeshi Araki, Mayor of Hiroshima, Mr. Michio Nagai, former Minister of Education and now Special Adviser to the Rector of the United Nations University, Mr. Tokuma Utsunomiya, Member of Parliament, Mr. Takashi Ohta, President of the Japan Society for the Study of Education, and Mr. Shingo Fukushima, President of the Japan Society for the Study of Peace. International observers attended from the International Federation of Free Teacher Unions (IFFTU), the World Federation of Teacher Unions (FISE), the World Council for Curriculum and Instruction, and the International Council for Adult Education.

The symposium unanimously elected as co-chairpersons James Killeen and Motofumi Makieda.

Gabriel Falade (Nigeria) was elected Rapporteur General, with the responsibility of chairing the drafting committee for the preparation of the main recommendation, and its presentation for approval by the final plenary session. The text eventually adopted is printed at the beginning of this report under the title 'The Hiroshima Appeal'.

Other officers were elected as follows:

Plenary Chairpersons: Anne Allangba (Ivory Coast)
Willard McGuire (USA)
Jean Daubard (IFTA)

	Commission I	Commission II
Co-Chairpersons :	Alfred Budd (England & Wales) Rasheda Begum (Bangladesh)	Guy Georges (France) Sy Abiboulaye (Senegal)
Rapporteur :	George Lees (Australia)	Zilah Mattos Totta (Brazil)
Animateur :	André Drubay (FIPESO)	Teruo Fukushima (Japan)

Committees were appointed as follows:

Drafting Committee

Chairperson :	Gabriel Falade (Nigeria)
Commission I :	M. Wahjudi (Indonesia), André Drubay (FIPESO)
Commission II :	Jack Smith (New Zealand), Teruo Fukushima (Japan)
Co-secretaries :	Robert Harris (WCOTP), Kiyoo Nakakoji (Japan)

Steering Committee (organizational arrangements)

James Killeen	Motofumi Makieda
Norman Goble	Kiyoo Nakakoji
Robert Harris	Masanori Itoh

The main addresses and messages delivered at the opening ceremony are reproduced on the following pages.

NEVER AGAIN SEND OUR CHILDREN TO THE BATTLEFIELD

Motofumi Makieda, Japan Teachers Union President and
WCOTP Past President

To those engaged in disarmament education who have come to attend this Symposium from all parts of the world.

And my seniors and colleagues in Japan who in this event represent a variety of related domestic organizations.

It gives me a great pleasure to report to you that 62 foreign delegates are participating in this Symposium from 35 countries and ten international bodies and organizations. I would like to say congratulations for this success together with all of you present here.

As the proposer of this international event and as its host organization, the Japan Teachers'Union feels highly honored and very happy to have been able to hold this Symposium with the participation of so many friends from abroad.

First of all, on behalf of the Union, I express my heartfelt thanks to these foreign representatives.

Together with the Japanese participants, we would like to give them an enthusiastic welcome.

Also we have to pay our respect to Hiroshima Prefecture, Hiroshima City, and all other related bodies and organizations in Japan which have fully understood the meaning of and give their support and cooperation to this Symposium. In particular, the assistance and endeavor of the Hiroshima Teachers' Union, democratic organizations, scholars, intellectuals and other supporters in Hiroshima Prefecture deserve our warm appreciation.

I would like to extend my sincere thanks to Governor Takeshita of Hiroshima Prefecture and all other guests for taking the trouble to attend this Opening Ceremony in spite of their tight schedule.

And I wish to give a hearty welcome and convey my special thanks to Mr. Mikhail Kabatchenko, Director of the Section of Education for International Cooperation and Peace, Unesco, Mr. Victor Hsu, Secretary of the NGO Disarmament Committee and Mr. Jan Martenson, Assistant Secretary General in charge of the United Nations Disarmament Center, for cooperating with us in the organization of this International Symposium since the preparation stage and joining this event as guests.

We also have many distinguished Japanese scholars and intellectuals here: Mr. Michio Nagai, former Minister of Education and now special adviser to United Nations University, Mr. Takashi Ohta, President of the Japan Society of Pedagogy, Mr. Shingo Fukushima, President of the Japan Society of Peace, and Mr. Seiji Imabori, President of Hiroshima Women's University are among these guests. Their attendance will enhance the meaning of this Symposium greatly, and I wish to express our gratitude to them together with all the participants.

However, I have to report to you a regrettable fact.

The Ministry of Education in Japan and the Japan Unesco Committee, which have been influenced by the Ministry, have refused to extend their support and cooperation to this International Symposium despite all our repeated requests. In so doing, they have turned their back on the international opinion that for us to survive we should put the conscience and wisdom of all the world into the effort to abolish nuclear weapons and defend peace.

Their stubborn refusal has made it difficult for the Unesco Headquarters to disburse a subsidy for the Symposium in an amount that we had expected. As a result, we had to cut our financial aid for travel expenses to participants from developing nations. Panama, Mali, Malta and ten other countries had been enthusiastic to attend this conference, but we had to decline their participation because of the financial problem.

The Unesco Headquarters' policy of support and cooperation for this Symposium remains unchanged. They have supplied us with every possible material and information and in spite of the above-mentioned difficulties granted us some subsidies. In addition, as I have mentioned, they have dispatched their representative to this Symposium as a guest.

To those who, for all their strong desire to participate in this conference and their eager commitment to peace and disarmament education, could not come due to the reasons just mentioned, I wish to make an apology, for we are afraid that our efforts might have not been enough.

The vitality of citizens' movements

The attitude of the Ministry of Education has brought upon itself severe public criticism. For example, The Asahi Shimbun, a leading newspaper in Japan, stated in its editorial entitled 'The Ministry of Education is indifferent toward disarmament education':

> "The global trend today is toward the use of the vitality of citizens' movements in the solution of the deadlocks inter-governmental negotiations face now. The UN's disarmament campaigns advocate the cooperation of governments in the utilization of this vitality of the people."

The editorial thus harshly criticizes the lack of international sense of the Ministry and other organizations that have refused support to this Symposium.

The cold attitude of the Education Ministry in Japan toward peace and disarmament education is also shown in their posture and policy as to their textbook authorizations, which have recently become diplomatic and international issues.

The Ministry ordered that some history textbooks be rewritten unreasonably: they demanded, for example, that the 'aggression' of the Japanese troops into China during World War II be changed to 'advance'. Also, they tried to justify the massacre in Nanking by the Japanese forces as a measure necessitated by the outbreak of violent resistance and counterattacks by Chinese, and to reduce the Koreans' movements for liberation from Japan's colonial rule and independence of the Korean people to mere revolts and riots.

The true intention of these measures of the Ministry is none other than their attempt to cover up, water down, beautify and justify Japan's historical crimes during the years of Imperialism in the descriptions of schoolbooks, thereby conveying an incorrect history to future generations. This also means the reversal of the education of children as citizens who will oppose war and refuse to repeat our errors in the past.

Challenged by the criticisms and protests from China, North and South Korea and Southeast Asian countries, the Japanese Government has diplomatically solved the issue for the time being by promising that they will see to it that the unreasonably rewritten descriptions which cover up the fact of invasion into China and justify colonial rule, inserted into history textbooks at the Ministry's demand, are corrected. However, the Ministry has not yet made a definite statement to the effect that their attitude toward textbook authorization has been wrong.

We have here in this Symposium Japanese democratic writers and editors of textbooks as well as workers at textbook publishing companies and journalists. We will maintain our standpoint in support of peace, disarmament, international solidarity and protection of human rights, and will continue efforts to prepare and compile those schoolbooks based on the truth and realities and scientific descriptions.

At the same time, we will oppose the government interventions and interferences in the contents of education and struggle for securing teachers' right to develop, select and adopt textbooks and teaching aids. This right is a reasonable one in the light of the Unesco/ILO Recommendation Concerning the Status of Teachers adopted at a special inter-governmental meeting in October 1966. The Recommendation defines teachers' rights and responsibilities and occupational freedom as follows:

'Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities.'

'Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids.'

We should recall this clause.

Defending the cause of peace and democracy

Since its foundation the Japan Teachers' Union has consistently defended the cause of peace and democracy, always kept a close watch over the revival of militarism, and strongly opposed state control over curricula and textbooks. This is why, as you will witness, rightist groups which are in fact gangs of racketeers come to every meeting of the Union, trying to obstruct and annoy us, and cry out for, among other things, extermination of the Union. These groups are clamoring for revival of militarism, amendment of the Constitution, expansion of armaments and nuclear buildup.

The nucleus of the Union's movements lies in our slogan, 'Never again send our pupils and students to the battlefield!'

Behind this slogan is our determination to educate children as people who will not repeat our past errors, including the invasion into Asian countries and the Pacific War which Japan brought about. We believe this is our responsibility to our future generations.

We also experienced the tragedies of Hiroshima and Nagasaki at the last stage of the war; the atomic bombardments deprived the lives of hundreds of thousands of citizens in the two cities within an instant.

This experience forms the basis of our wish never to see war again, and is another reason for adopting the slogan.

Still another motive of our slogan is our grave reflection on the fact that before 1945 teachers had obeyed the policies of the government and the Ministry of Education; they had inculcated extreme nationalism and militarism in their students; these students later joined, positively supported and helped to bring about the war. Many were killed on the battlefield.

Education has the power to block war

Finally, our belief that if education has the power to cause war, it has the power to block war, also forms a basis of our slogan.

The Japan Teachers' Union has proposed to make every August a month of peace education, to learn about Hiroshima and Nagasaki and to discuss with children during that month the problem of war and peace.

We have also developed, collected, edited and published texts and aids for peace education.

The Unesco-sponsored World Conference on Disarmament Education held in June 1980 in Paris and WCOTP's 28th General Assembly of Delegates on the theme of Development and Education in August 1980 in Brasilia defined the ideas of peace, disarmament, development and human rights and declared that these are inseparable from one another. This declaration and definition provided our peace education movement with valuable suggestions and firm conviction.

In 1974 Unesco adopted the Recommendation Concerning Education for International Understanding, Cooperation and Peace. This document contains a common wish and determination for mankind: we should not agitate for contempt and hatred toward other peoples; we should never allow aggressive wars; and we should not stand by watching the use of nuclear weapons which will lead to the total destruction of man.

In particular, we will give serious consideration to the following clause contained in the above-mentioned Unesco Recommendation from 1974: 'Member countries should encourage wider exchange of textbooks, especially history and geography textbooks, and should, where appropriate, take measures,... for the reciprocal study and revision of textbooks ... in order to ensure that they are ... unprejudiced and will enhance mutual knowledge and understanding between different peoples.'

I am of the opinion that we can best increase exchange of textbooks and their reciprocal study on the basis of true equality and friendship when we do it on a private, non-governmental level. And my wish is that this International Symposium will provide a motivation for the exchange and mutual study of schoolbooks between countries.

Finally, I would like to say a few words about a man who had been not only a distinguished leader of disarmament movement and peace education but a statesman, philosopher and international jurist. He deserves special mention on this occasion when we meet together here in Hiroshima, the first victim of atomic bombardment, to talk about peace and disarmament.

Lord Philip Noel-Baker is the man.

Lord Baker died on October 8, just before this Symposium, at the age of 92. His life had been entirely devoted to peace and the disarmament movement. He visited Hiroshima many times and did everything

he could to promote the cause of disarmament in Japan and the rest of the World. In particular, what he said in answer to the questions of high school students in this City when he came to Hiroshima in a wheelchair in 1977 had a great influence on the peace study and disarmament learning of high school students in Japan.

His words to Japanese young people were as follows:

> 'Write as many letters as possible to the Prime Minister and other politicians, and appeal to them, "Please take actions for total disarmament!" Postage stamps are one of the most important weapons for democracy. If you achieve total disarmament, you will surely be able to remove poverty all over the world within a decade. Hundred millions of people will have a happy life instead of the miseries facing them now. Letters, letters, letters!'

In 1978 when the UN held the first special assembly on disarmament, high school students in all parts of this country began to write to the Prime Minister, appealing to the Premier concerning their wish for abolition of nuclear armament. In Japan, we call this the Noel-Baker letter movement.

Through this anti-nuclear, anti-war letter writing drive, high school students have joined hands with their friends in other areas; they are voluntarily learning the theme of peace and disarmament and continue the movement of peace seminars of high school students.

Lord Noel-Baker encouraged young people in the world to consider the issue of peace and disarmament independently, express their opinions positively and appeal to their friends, grownups, politicians and the opinion of the world. Together with all of you, I wish to praise his distinguished services and to respectfully express our regret over his death. And I would like to propose that all of us promise one another here in Hiroshima to refresh our resolution to devote ourselves to the movement for education for peace and disarmament.

During his life, Lord Noel Baker repeatedly emphasized that Japan, the only victim of atomic bombardments in the world, should be the center of world peace in the future. We consider this meant that he urged the Japanese people and teachers to arise to this, our international obligation.

We at the Japan Teachers' Union here promise you that whatever obstructions and oppressions we may face, we will continue to make the utmost effort in our movements against nuclear weapons and war and for disarmament and peace and in educating children into those who love peace, with a firm determination never again to send our students to the battlefield.

I would like to extend a cordial welcome to foreign representatives again and pray for the success of this International Symposium. The Japan Teachers' Union is determined to do its best to achieve this.

Thank you very much.

HOW CAN TEACHERS REMAIN SILENT?

James W. Killeen, WCOTP President

It is deeply significant that this Symposium is being held in Hiroshima - the city whose terrible suffering signalled the entry of mankind into the nuclear age. Hiroshima, destroyed by one very small atomic bomb 37 years ago, stands today as a warning to all humanity of the potential for total devastation contained in today's weapons.

To be here in Hiroshima is a testament to the determination of human beings to survive. It is in this fundamentally positive spirit, one of determination to act rather than to sink into fatalism, that the Symposium is being convened.

Our colleagues from Japan have taken an initiative of the greatest importance to us all in convening this International Symposium.

This Symposium has been convened as a direct result of the first United Nations Special Session on Disarmament held some four years ago.

The final document on that first Special Session in 1978 is indeed a fine document. Yet, it is a cause for black irony that the four years which elapsed since then have seen not a reduction but an acceleration of the arms race. The forty nation committee on disarmament established after the last session meets regularly in Geneva and unfortunately achieves little. SALT II was not ratified by one of the parties and there is no comprehensive test ban. The nuclear powers seek to establish negotiating positions for new talks but appear to concern themselves more with propaganda value than with substance. When the second United Nations Special Session on Disarmament was held last June and July, little progress was made beyond endorsement of the document from the first session. The most significant outcome occurred not within the General Assembly chamber, but outside in the streets of New York, where non-governmental organizations held the biggest ever march and rally in the history of North America. One thing is clear - governments left to themselves will never move towards disarmament because the vested interests on all sides are too powerful. The only hope for disarmament, the only realistic prospect for one day removing the nuclear sword of Damocles which hangs over us all, suspended by a weakening thread, is that the citizens of this world, the citizens of all countries, of all power blocs as well as the non-aligned, will express themselves in a manner which governments cannot ignore.

One other outcome of the second Special Session is significant - the official launching by the United Nations of a World Disarmament

campaign. This Symposium is in fact the first major event in that campaign, and marks the beginning of our contribution as teachers to what we must hope will be the campaign's eventual success.

The deadly game of nuclear power roulette

As I speak of this campaign, I am reminded of Professor Stanley Hofman's comment:

> 'the game of international nuclear power roulette is currently played in adark and fortified cellar. The players crowd around the table and carefully place their bets, despite the constant jostling of an unruly crowd of spectators who insist upon giving unwanted advice.'

We teachers feel ourselves to be more than spectators at this deadly game of nuclear power roulette.

Within our member organizations a great ground swell of opinion is emerging against the arms race. Teachers cannot remain silent while 130 million children are denied the right to education, when 1/50th of the world's current expenditure on arms would enable every one of those children to attend school.

For the price of one modern army tank, 520 classrooms could be provided for over 15,000 children. The cost of one nuclear submarine would pay for the education of 16 million children in developing countries. Teachers cannot remain silent as military expenditures soar to new records, while funds are cut for public education.

This rising ground swell of opinion, this mounting sense of outrage, derives from the profound and special responsibility of teachers for the young. The essence of the vocation of teaching is concern for the future of today's younger generation, for the future of yours and my children and grandchildren.

The United Nations Declaration on the Rights of the Child speaks of the right of each child in this world to education, to health, to a family; most of all it speaks of the right of each child to life.

As teachers we can act for disarmament at two levels.

Education for disarmament within the schools

Firstly we can promote education for disarmament within the schools. Our World Confederation and its national members have acted to carry out the call of the first Special Session on Disarmament urging non-governmental organizations to develop programmes of education for

disarmament and peace at all levels of schooling.

We participated actively in the World Congress on Disarmament Education convened by Unesco in Paris in 1980, and last year in cooperation with Unesco we held a consultation of specialists from 15 different countries, representative of all regions and political systems, to work out ways in which teachers can educate for peace and disarmament, as well as for respect for human rights, from the pre-school through the secondary school. The reports of both these events, the World Congress and the consultation, are included with your working documents. Let me make an observation on the pedagogical aspect of such education, by referring to one of the 10 principles adopted at the World Congress - a principle adopted at the urging of the WCOTP representatives. It states that disarmament education

> '... aims at teaching <u>how</u> to think about disarmament rather than <u>what</u> to think about it. It should therefore ... develop the analytical and critical capacity to examine and evaluate practical steps towards the reduction of arms and the elimination of war as an acceptable international practice.'

I wish to underline one other point - the crucial role of teacher education, especially in-service teacher education. If the recommendations of this Symposium are to have real impact, it is absolutely essential that teachers be given the opportunity to get information on disarmament issues, to explore those issues, and most importantly, to give serious thought to the best ways of dealing with them at various levels of education. Curriculum revisions, and teaching aids and materials are important - but the provision of adequate pre-service and in-service teacher education is fundamental. Success will ultimately depend on the teacher.

<u>Public campaigning by the organized teaching profession</u>

The second level of action open to teachers is to campaign publicly through the organized teaching profession for an end to this madness we call the arms race.

It is our policy that teacher organizations should exert all efforts to change the armaments policies of their individual nations, so that money used for the purposes of war may instead be devoted to the purposes of peace.

Our recent World Assembly, held just under three months ago in Switzerland, called on governments to:

> 'adopt a policy of seeking ways to halt the arms race and bring about general, controlled, phased disarmament, the Assembly invited WCOTP member organizations to publicize this appeal as widely as possible and to urge such policies upon their own governments.'

In this context it is important that I stress two central facts. One is that the Confederation is independent of ideologies. It is non-aligned with respect to power blocs. It 'exerts independent political influence on behalf of teachers'. We want this movement of disarmament to be a genuine movement - not one which merely serves the interests of one side or another, one bloc or another, one great power or another.

The second is that WCOTP is a true Confederation. It is not an artificially centralized organization, not an empty voice professing to speak on behalf of millions who are unaware of its existence. Its strength is in the willingness of its members to act, each in their own country, in a common cause. The resolution adopted at this year's Assembly was a resolve on the part of each of our member organizations - a resolve which I appeal to each and every delegate here to renew and to reaffirm - to work in your own country to influence the policies of your own governments. To issue statements casting blame on someone else, to throw stones at distant targets is a vain and futile exercise. If we are sincere, we each of us most look into our own conscience, our own heart, and the policies of our own nation.

For it is at best a delusion, at worst, simply propaganda, to pretend that some states or some political systems are inherently more peaceful than others. The nation-states of the nuclear age continue to pursue their so-called national interests just as the powers of Europe did in the 18th and 19th centuries. Today's nation-states, armed to the teeth with weapons of incredible sophistication, act like the armed city states of ancient times.

We can break out of the conundrum which dooms disarmament negotiations to repeated failure only if people like teachers, the trade unions and popular movements within each of the competing power blocs are prepared to campaign against the militaristic policies of their <u>own</u> governments.

The challenge before those of us working for disarmament education is to ensure that the role of public opinion in all countries amounts to something more than the unruly crowd of spectators giving unwanted advice, and can have a real impact on governments.

The challenge is also that public opinion can be either a tool to be manipulated - a pawn in a deadly game of geopolitics, or it can be the expression of the underlying desires and wishes of the peoples of the world. The challenge is to arrive at a situation where public opinion is not an instrument manipulated by governments to serve narrowly defined national interests but is instead a powerful force extending beyond national boundaries and conscious of the shared and interlinked destiny of the human race.

The forces of the modern state are strong. They will say you are unpatriotic. Both sides claim, and probably believe, that in building defence forces they are pursuing peace and security. But the objective fact is that each side is preparing for war and annihilation.

An interdependent global community

We must break out of the nation-state syndrone which influences so much of our behaviour, including all too often the positions taken by non-governmental organizations.

We must see the world not from the point of view of our own nation-states and their accompanying ideologies, but as an interdependent global community having a common destiny, sharing a common fate.

We need to arrive at a situation where it seems as ridiculous for the United States and the Soviet Union to target nuclear missiles on each other - and on their allies in the various other nations - as it would be for adjoining states of the United States or adjoining Republics of the USSR to target missiles on each other.

'Peace is not merely the absence of armed conflict'

Teachers from countries which belong to the great power blocs dividing the world have a clear and evident responsibility.

But the spectators at the game of nuclear power roulette are also the peoples of the Third World. Our member organizations in Africa, Asia and Latin America know first hand the deprivation caused by the arms race. As they work to provide the education which is fundamental to the progress of each national society, they see scarce national resources consumed by the arms race. They see incredible sums spent by the nuclear powers while international development funds re cut.

According to a recent United Nations study on the relationship between disarmament and development

> 'global outlays for military purposes in 1980 were of the order of $500,000 million, an amount nearly 19 times greater than the official development assistance (ODA) to developing countries provided by the member countries of the Organization for Economic Co-operation and Development (OECD). This expenditure on armaments is equivalent to investment in all the developing countries combined. A repetition of the performance over the 1960-1980 period would double the global arms bill in the year 2000 (at 1980 prices).'

Nine years ago, in Nairobi, our Confederation declared: 'Peace is not merely the absence of armed conflicts'.

The search for peace is inseparable from the pursuit of progress and justice, and the struggle to overcome poverty, hunger, illiteracy and oppression.

The modern world has the capacity to overcome these problems. It is absurd that humanity, with all its genius for invention, should condemn itself, rather than choose the path of international cooperation.

It is absurd that more money, more human effort is expended on preparation for war than on preparation for life.

It is absurd that we prepare the destruction of human civilization, when a fraction of those resources could put every child in school.

How can teachers remain silent? From the beginning of recorded history the educators of a society have had a special responsibility for the young. Their task has always been to provide a link between a society's past and its future.

How can we remain silent today as we see those young people threatened, as we see the future itself threatened?

We will speak out. We will be heard. We will join with our fellow citizens, until the governments of the world respond with actions which will really mean: 'No more Hiroshimas', and until the absurdity of the arms race gives way to genuine peace and the pursuit of progress and justice.

If the people lead, eventually the leaders will follow.

HIROSHIMA

BEST COPY AVAILABLE

BEST COPY AVAILABLE

NAGASAKI

THE VALUE BEYOND MEASURE OF PEACE

Toranosuke Takeshita, Governor of Hiroshima Prefecture

On the occasion of the International Symposium on Disarmament Education, I would like to give, on behalf of the people in Hiroshima, an address of welcome to all participants from overseas and from various parts of Japan.

People in Hiroshima have experienced the devastation caused by the first A-bombing in the world and have felt deeply the horror of a nuclear war. Even today, 37 years after the bombing, approximately 180,000 people are suffering from the after-effects of the Hiroshima A-bomb. On the other hand, the development of nuclear weapons and the arms build-up have been accelerated in various countries in the world. We think it deplorable.

We, the people of Hiroshima, strongly appeal for the realization of eternal peace in the world through the elimination of nuclear weapons and the reduction of armaments. We think it is timely that this Symposium for peace should be held here in Hiroshima. I would like to pay it our highest respect.

I think that we, together with all participants here, will continue our efforts for the achievement and maintenance of eternal peace by making every person be aware of and understand the significance and value beyond measure of peace.

In ending my address, I hope that this Symposium will contribute much to the realization of world peace, and wish great success for this Symposium and the further active work of the participants.

'FOR WE SHALL NOT REPEAT THE EVIL'

Takeshi Araki, Mayor of Hiroshima

I am much delighted to speak to you on the occasion of the opening of the International Symposium on Disarmament Education in the A-bombed city, Hiroshima, under the sponsorship of the World Confederation of Organizations of the Teaching Profession.

Thirty-seven years ago, the greater part of the city of Hiroshima was reduced to ruins by the first atomic bomb ever used in human history and over two hundred thousand citizens became casualties.

The streets in the city center which were in debris at that time have been reconstructed in the orderly and beautiful form that you see today. The stream of the River Ohta that washed away many of the bodies of the victims is as calm today as it was before the bombing.

However, we cannot forget, that beneath the streets of the city there lie the remains of tens of thousands of the citizens who fell victim, killed instantly by the bombing, and that even today there still live a large number of citizens who are suffering both physically and mentally from after-effects of the bombing, such as leukemia and malignant tumors.

Nuclear weapons bring about instantly as well as extensively an unbelievable magnitude of destruction which is far beyong that of conventional weapons. They are inhuman weapons, perpetrating an indiscriminate massacre against people without distinction of age or sex, including noncombatants.

The catastrophe of Hiroshima was an omen of the possible extinction of the human race by nuclear weapons in the future. We, the citizens of Hiroshima who underwent this tragic experience, are determined that nuclear weapons shall not be used again on this earth, and have consistently appealed for the abolition of nuclear weapons since the time of the atomic bombing.

This determination of the people of Hiroshima is clearly expressed in the words inscribed on the A-bomb Cenotaph in the Peace Memorial Park: 'Let all the souls here rest in peace; For we shall not repeat the evil.' I believe that these very words represent the 'Heart of Hiroshima', based on a true humanism in which the co-existence and prosperity of all mankind are sought, overcoming the troubles and hatred of the past.

I hope that all those who stand before the Cenotaph will make a pledge for peace and feel the urgent necessity of the complete eradication of nuclear weapons from this earth.

However, when we view the present international situation, we will see frequent local conflicts. Furthermore, the nuclear arms race by the nuclear powers goes on escalating and the doctrines of limited nuclear war and preemptive nuclear attack become prevalent. I believe that the more critical the danger of nuclear war becomes, due to the worsening of the world situation, the more strongly we should voice toward the world the appeal from Hiroshima. With this mission, I personally addressed the Second Special Session of the United Nations General Assembly devoted to Disarmament last June, as follows.

First of all, I called for the immediate and complete banning of nuclear tests by nuclear powers and expressed my hope that the heads of nuclear powers including those of the United States and the Soviet Union, those in leading positions in the countries of the world, and their young people, representing the next generation, would come to Hiroshima. I also proposed that a Summit Conference on peace and disarmament be held in Hiroshima and that an international institute for research on peace and disarmament be established in our city. Furthermore, I called for the solidarity of cities throughout the world, for they all share a common cause with Hiroshima.

This Second Special Session on Disarmament did not succeed in reaching an agreement on a 'Comprehensive Disarmament Programme'. But I consider that the Session was to some extent successful, as an agreement was reached to organize a 'World Disarmament Campaign', which aims at forming an international opinion positively inclined toward disarmament.

As a response to our appeal, Mr. Javier Perez de Cuellar, Secretary-General of the United Nations, visited Hiroshima last August, and saw at first hand the actual nature of the disaster in Hiroshima. I regard his visit as a great advance in the effort of Hiroshima.

Today, in this city Hiroshima victim of the A-bomb, the issue of disarmament education will be enthusiastically discussed by people from all over the world who are involved in the teaching profession. This is a very meaningful event for Hiroshima and I look forward very much to the result.

Nuclear abolition and the realization of world peace should not be placed only in the hands of intergovernmental negotiators. I am deeply convinced that we, the public, should work in a body in forming an international consensus toward disarmament by taking our stand on human coexistence and dignity and going beyond ideology and creeds.

In this context, I look forward very much to the successful result of this 'International Symposium on Disarmament Education', and I sincerely hope that a new order of peace for the nuclear age will be found through your energetic discussion in the Symposium.

Thank you.

MESSAGES FROM HIROSHIMA TO TEACHERS ALL OVER THE WORLD

Akira Ishida, President, Hiroshima Prefectural Council of Teachers' Unions

During the opening ceremony, Kazuo Kishizuchi, Vice-President of the Hiroshima Prefectural Council of Teachers' Unions, spoke on behalf of the Council's President, Akira Ishida, himself an A-bomb survivor, who was hospitalized shortly before the Symposium. Mr. Ishida, whose intensive preparation and leadership of the local organizing committee contributed immeasurably to the Symposium's success, sent the following message to participants:

I would like to offer a hearty welcome to all of the delegates from abroad and to the Japanese representatives who have come to participate in this International Symposium on Disarmament Education. Also I express deep respect and cordial thanks to WCOTP for its decision to hold the Symposium here in Hiroshima, the first city subjected to atomic bombardment in the history of mankind.

To my great regret, I cannot talk to you personally as I was unexpectedly hospitalized. I hope you will excuse my impoliteness in addressing you by a letter.

When the atomic bomb was dropped on Hiroshima, I was in a streetcar travelling at a spot 750 meters away from the blast center, together with my elder brother. The site is near the hotel where you are now having the Symposium. My brother died of acute A-bomb symptoms. Since then, during 37 years, I have struggled against several A-bomb related illnesses, but have survived. This is really a miracle. I believe that it is a surviving Hibakusha's duty to the history of mankind to be a witness of the fact that the city had turned into an 'A-bomb desert' in just an instant. And I, one of such witnesses of the 'desert', I have lived and have a responsibility to tell all people what I saw at that time.

Hiroshima and Nagasaki were the first victims of nuclear weapons in the world. The A-bombs dropped on these cities were still primitive ones; but they warn us of the danger that should a nuclear war break out today, man would be totally exterminated from the earth.

In this sense, I am confident that for mankind to survive, letting all people in the world know the tragedies of the two cities is a common theme of disarmament education. On the basis of this belief, we have continued an effort, though a small one, to teach our children the experiences of Hiroshima and Nagasaki.

Our endeavor has also been directed to the establishment of ideas and

the creation of teaching materials for the above-mentioned education. Samples of these materials will be presented to you in this Symposium and we will welcome your comments on them. Also, we request all of you to let us know your own experience in the practice of disarmament education.

My sincere hope is that this Symposium will provide the basis of a global development of an extensive disarmament education movement. Such a movement is needed to transmit to all people of the world the facts of what occurred in Hiroshima and Nagasaki, and to unite and organize the will and actions of people for a total abolition of nuclear arms, the urgent theme for us today.

Now Hiroshima and Nagasaki appeal anew to us; if we are to defend and eternalize the dignity of man, we must stick firmly to the principle of education that goes beyond the political concept of rule over the world by force and aims instead at creating a new world order without aramament.

Here are messages from Hiroshima to teachers all over the world:

> Education must not lend itself to any violation of human dignity; it should be faithful only to the cause of peace.
>
> No more Hiroshima! No more Nagasaki! No more Hibakusha!
>
> Strive for steady progress of disarmament education!
>
> Fight for advance of disarmament education, a must for our survival!
>
> As man is the only creator of armament and war, so he/she is the only one who can eliminate and block them. Thus, make efforts to promote and diffuse disarmament education to the extent that it can overcome plots to expand armaments!

These are the ideas which Hiroshima wishes to see realized. I hope you will help us convey the facts of Hiroshima and feelings of its citizens to all of your people, their children and grandchildren.

I sincerely wish for the success of the Symposium.

HIROSHIMA, SYMBOL OF NUCLEAR CATACLYSM

Mikhail Kabatchenko, Representative of the Director General of Unesco

In the name of the Director General of Unesco, I would first of all like to thank the World Confederation of Organizations of the Teaching Profession, and most particularly its president, its secretary general and its executive committee, for their initiative in organizing this International Symposium on Education for Disarmament, as well as for the preparatory work and the hospitality which has been extended to us.

I am very happy to recognize, in this hall, many outstanding individuals and specialists, noted in their own countries as well as throughout the world, who are endeavouring to give substance to this hope, cherished by mankind as a dream, but which has become today inseparable from the hope of survival - disarmament. You represent all the major regions of the world, all the political tendencies and ideologies. This, I am sure, will give us the opportunity to obtain the broadest possible outlook on the problems we face.

It is meaningful that this Symposium is convened in Hiroshima, the city which we all accept as a symbol of the cataclysm that can result from a nuclear war. This city suffered so intensely from the atomic bombardment that its people understand better than any others in the world what nuclear war means. This week is the first week of the United Nations for Disarmament since the proclamation of the World Campaign for Disarmament.

In the name of the Director General, I am honoured and pleased to wish you all much success in the course of your vital discussions.

KEYNOTE ADDRESSES

THE STATUS OF DISARMAMENT EDUCATION IN THE WORLD TODAY

VII

VIII

IX

X

XI

XII

EDUCATION FOR DISARMAMENT ACTIVISM - THE MOST FORMIDABLE CHALLENGE OF OUR TIME

Victor Hsu, Representative to the United Nations of the World Council of Churches *

It is a pleasure and a personal privilege to be here with you today. I am especially delighted to be associated with WCOTP's Disarmament Week Symposium held here in Hiroshima, because along with Nagasaki the citizens of these two cities have for years been in the vanguard of alerting people around the world to the shattering consequences of the atomic bomb. The world must never be allowed to forget that on August 6 1945 the nuclear age began here in this city. It is indeed fitting that you should gather here to consider your own intensified contribution to the imperative task of disarmament education. The Palme Commission met in this historic city in December 1981 before the final draft of its report Collective Security went into print. In fact, the report begins with a reference of its visit here. The late Lord Philip Noel-Baker, that inspiring grand champion of all disarmament fighters, was fond of recalling how his visit to Hiroshima had affected him. Just a few months before his death about three weeks ago, he addressed over 400 people gathered at the Palais des Nations in Geneva and said:

> 'I have tried to understand what nuclear war would be like. I could not grasp it until I went to Hiroshima and talked to the survivors.'

Thesis

I have been asked to share with you my reflections about the state of disarmament education in the world today. This is a difficult assignment but I hope you will agree that disarmament education, formal, non-formal or activist in orientation, must carry with it and be judged according to whether it fulfils two essential dimensions. In the first place, it must instil a sense of urgency, that we stand at the threshold of history confronted with an unprecedented crisis of choice: either we marshall all our imagination and resources for disarmament or we perish together

* At the time when this address was delivered, Victor Hsu was also Secretary of the Special NGO Committee on Disarmament (Geneva).

in nuclear oblivion. As the Final Document of the First United Nations Special Session devoted to Disarmament (SSDI) puts it starkly: Mankind confronts a choice: to end the arms race and proceed to disarmament or to face annihilation. The second essential dimension in disarmament education must aim at what Prime Minister Olof Palme, Chairman of the Independent Commission on Disarmament Issues, wrote in Collective Security

> 'a constructive interplay between the people and those directly responsible for taking the momentous decisions about armament and for conducting the complicated negotiations that must precede disarmament'.

In other words, disarmament education needs to be at the same time a political education in the methodology and strategy for influencing the political process towards disarmament. In assessing the state of disarmament education today, my thesis is a rather simple one: while we have by and large captured sense of urgency about the need to halt and reverse the arms race, we have not, in spite of countless activities, achieved a commensurate level of disarmament measures through sustained political engagement both nationally and internationally. This is the thesis I want to develop. In elaborating the thesis it is pertinent to address ourselves to three main questions.

(i) What has been achieved through disarmament education?

(ii) What lessons and insights can we draw from an evolution of the achievements?

(iii) What is the political task of disarmament education?

Definition and assumption

But before addressing myself to these questions I should like briefly to indicate for you what I understand to be the character and content of disarmament education. I already spelled out the two essential dimensions (or characteristics) of disarmament education. As regards the content, the major objectives of the World Disarmament Campaign launched by the Second UN Special Session on Disarmament (SSDII) may serve as useful guidelines: disarmament education must inform, educate and generate public support for disarmament. Therefore, in order to promote these laudable objectives, disarmament education must necessarily be seen from the broadest perspective encompassing the widest spectrum of the public, activity or programme. I am sure you will readily acknowledge that no institution or profession can claim the monopoly on the understanding of disarmament education. Given the nature and urgency of the task, everyone involved in disarmament education, in the monumental race against the inexorable march of the nuclear clock, can least afford to be

exclusive. We need all the allies and we must expand our horizons of what is fundamentally a common struggle of the human spirit to save planet earth and the human civilization for future generation. Coming from this basic conviction, I hope you will understand why I don't make neat distinctions between formal and non-formal education, or between the research and teaching institutions from what one might broadly call the activists - i.e. peace and disarmament movements. Undergirding my conviction is the assumption that disarmament education has to be subversive in a constructive manner, requiring a simultaneous application of reflection and action, of word and deed. Effective disarmament education will depend on a healthy blend and interplay of these two indivisible aspects.

Achievements

Let's now turn to our first question: what has been achieved so far through disarmament education? In my opinion, the major achievement is without doubt the spontaneous worldwide recognition of the urgent necessity of dismantling the do-it-yourself doomsday kit: the world's nuclear arsenal. It is unnecessary to recount for you how our fellow citizens have reacted to this sense of urgency. Only two days ago about half a million people gathered in Osaka to commemorate Disarmament week. The marches, the demonstration, the civil disobedience at UN Missions, the blockading of naval ports in the Pacific and other places, the invasion onto a nuclear submarine in Groton, Connecticut, USA, all these are vivid testaments of our active refusal to surrender to the nuclear blackmail. Whether governments like it or not and whether the mighty military-industrial complexes approve, disarmament is now firmly inscribed on the contemporary national and international agenda as the most burning and critical issue of peace and survival in our nuclear age.

Secondly, the increasing militancy in the tenor and character of our activities represents a growing maturity in the understanding of the political process. This militant impatience, displayed graphically on television screens and claiming media headlines, has been a highly effective political and pedagogical tool. On the one hand it demonstrates to politicians that arms race and disarmament issues have to be dealt with as a priority item on the domestic agenda. On the other hand, it forces and generates debates and discussions on all disarmament-related questions. The net by-product is the gradual demythologization of hitherto unfamiliar household words: MX and Cruise Missiles, SS-20's, the Freeze, thermal nuclear blast, you name it. With the psychological barrier on nuclear issues broken, a better-informed public opinion emerges, to play a

constructive role, and become an effective partner in the dialogue and hopefully in decision-making. In what I believe to be a direct reference and tribute to disarmament education, Olof Palme said the following in his Introduction to Collective Security:

> 'For the tremendous popular and political awakening of the past two years has created a new public concerned with peace and security. People no longer see nuclear war as something distant and unreal. They see the costs of military spending in terms of cuts in health programmes, lost jobs, lost hopes for development. They know with chilling exactitude what would happen in war to their cities and neighborhoods, to their relatives, friends, to those they love. They understand, often more clearly than some security experts, the tenuousness of nuclear deterrence.'

I would add that this 'new public' which he mentioned is also motivated by a very precious notion of one world one citizenry and one human civilization. The earth is perceived as the common heritage of humankind to be preserved at all cost and be spared, God forbid, the scourge of a nuclear holocaust. If ever there is a common theme running across most educational materials or events organized by non-government organizations (NGOs), it is the theme of our collective responsibility.

My final comment on the achievements of disarmament education is its contribution to the sharpening of pedagogical methodology. There are two aspects to this contribution. First, there is a slow but sure conveyance of methodology concerning the basic orientation, with the resultant effect of a gradual blurring of differences in content between the textbooks of 'formal 'education institutions and the handbook or manual for activists. The overall result is that school textbooks, often labelled 'dry', now contain imaginative suggestions about how pupils and students can contribute to and participate in the disarmament struggle. By the same token, the activist's 'guerrilla' manuals are strengthened with up to date facts and studies. The second aspect is that the curriculum no longer deals only with a few selected topics. It is being deepened to include, for example, the interrelationship between the arms race and the violation of human rights, development and peace. One should not underestimate the merit of this second aspect. In making the interlinkages, the inevitable consequence is the broadening of the disarmament constituency as well as the possibilities for building coalitions. As illustration of this point, I need only mention that the non-traditional peace and disarmament movements, for instance, lawyers, human rights organization, physicians and a variety of groups from

the developing countries have now joined in the disarmament cause.

Lessons and insights

Given these rather positive developments, what are the lessons and insights to be drawn? Put the question differently but in the words of my thesis, has disarmament education achieved a commensurate level of concrete measures through sustained political engagement both domestically and internally? Albeit certain remarkable achievements, it seems to me that the answer is a qualified 'No'. Let us take just the period between UN's two disarmament Special Sessions, which witnessed an unprecedented international manifestation of world public opinion on disarmament. Mrs. Inga Thorsson, Under-Secretary of state for Disarmament of Sweden, characterized this period, 1978 to 1982, as years completely lost for disarmament. Paragraph 59 of the Concluding Document of SSDII states that

> 'Since the adoption of the Final Document in 1978, there has been no significant progress in the field of arms limitation and disarmament and the seriousness of the situation has increased.'

Quite clearly, the second essential dimension of disarmament education i.e. the constructive interplay between the people and the decision-makers, has not adequately taken place. Although several reasons may be cited to explain this unfortunate situation, as paragraph 60 of the concluding Document of SSDII has done, we must pause to examine where and how as the non-governmental community we have failed in our own responsibility.

My first comment on the failure of disarmament education in this regard pertains to its relationship to political advocacy. It is my judgment that this important relationship has not been sufficiently dealt with at all levels of disarmament education and this situation represents its major weakness. Countless textbooks highlight the dangers and the physical consequences of a nuclear war, but little attempt has been made to stimulate or challenge students to involve themselves in influencing the political process even at the village or the town level. The same criticism may be levelled at the activist groups. These movements, energetic and resourceful in mass organization, - which is admittedly legitimate political activity - have on the whole not succeeded in nurturing the outward manifestation

of public anxiety about the nuclear arms race into a permanent feature on the political spectrum. There are undoubtedly encouraging successful cases such as the campaign against the MX missiles in the US and the Dutch people's valiant fight against the neutron bomb. But these are exceptions rather than the rule.

Secondly, disarmament education has not sufficiently taken into account the relevance of international institutions which deal with disarmament questions. On this point I beg to differ with those who would relegate working with such institutions as the UN to a very low priority in the disarmament struggle. Regardless of our respective views on the UN and however frustrating the slow progress, the fact remains that disarmament measures need to be negotiated on the basis of international consensus. Furthermore the interdependent nature of the world military alliances, the continuing relationship between the suppliers and buyers of uranium and weapons but above all the certainty of a world engulfed in a deathly nuclear conflagration if and when a nuclear war should begin, all this does not permit the polarization of domestic policies from multilateral negotiations. The UN today at this very moment in New York is engaged in building international consensus on a Comprehensive Programme of Disarmament and the Committee on Disarmament has on its agenda several longstanding disarmament measures for ongoing negotiation while unilateral and independent initiatives ought to be promoted at home, concomitant steps must be undertaken to interpret the centrality of the UN in multilateral negotiation for disarmament. It seems to me that the success or failure of the World Disarmament Campaign will depend on how it restores public confidence in the UN. Disarmament educators and activists are now being challenged to find their own ways of relating to the Campaign in order to generate public support for UN disarmament efforts. I am convinced that only a positive international climate can be conducive to obtaining effective disarmament policies at home.

My third observation touches upon the need for developing skills in building coalitions and for promoting confidence-building measures both nationally and across national boundaries. Concerning the domestic situation, it is perhaps fair to say that coalition building is the knottiest issue to unravel. Prestige differences on priorities and suspicions of ideological bent have so far stifled a genuine common disarmament front from taking shape in the domestic political landscape. Similar problems exist internationally and the most serious obstacle to mobilizing people for peace and disarmament is the massive mistrust perpetuated between nations and peoples. Since the onset of the atomic era which

began here in Hiroshima there has been a relentless ideological brainwashing, fueled by propaganda and tendentious information constantly rammed into people's consciousness through the mass media. Strong enemy projections are made creating feelings of fear and hatred and making international cooperation in the field of disarmament still a distant dream. The point to be made is that disarmament education has yet to discover effective confidence-building measures to overcome these seemingly insurmountable obstacles.

In this connection, I am particularly encouraged to learn about certain joint East/West activities which have taken place this year. A petition, called the Berlin Appeal, drafted by Pastor Ranier Epplemann of Berlin East, is receiving wide and enthusiastic circulation in both the Federal Republic of Germany and the German Democratic Republic. The Appeal, as some of you may know, calls for the withdrawal of 'occupying armies' on both sides and the establishment of a nuclear-weapons free zone in the entire nation. Another positive development occurred in July-August. A group of 200 Nordic women staged peace demonstrations throughout the Soviet Union with banners reading 'No to nuclear arms in Europe, East or West'. They were joined by local residents with about 1000 Soviet citizens marching with them in Leningrad.

Political task

Friends, I don't know whether you concur with my thesis and the assessment I have presented. If indeed we agree that disarmament education, in spite of its numerous proud achievements so far, has not generated a sustained political engagement nationally or internationally, then the logical question to follow is 'What is the political task of disarmament education?' My concluding section of this presentation will therefore attempt to identify a few priority issues for the political task in the coming period.

The most important political task of disarmament education, it seems to me, is to address itself to the urgent need for overcoming what social scientists call the psychopathology of mistrust, fear and hatred which grips our world today. The crucial goal will be to make use of every means at our disposal to promote an atmosphere of trust - the willingness to recognize a common humanity in its differences of race, culture or ideology and to be more open and honest with each other in the pursuit of collective security in our nuclear age. Education at all levels should seek to establish possibilities of meaningful contact between peoples in mutual respect. Ironically, more intensive strategies must

also be devised to make the optional use of the press and other mass media which possess awesome capabilities for breaking down the present almost unsurmountable barriers of mistrust, and for opening up possibilities of mutual understanding.

Secondly, disarmament education whether through textbooks or political activity should foster and strengthen the notion of interdependence and place the accent on the interrelatedness of such issues as the arms race, militarism, the militarization of societies, the violation of human rights and development. A while ago I spoke about how a greater understanding of the interlinkages leads to possibilities for building broader coalitions. People must be helped to have a global rather than a parochial understanding of their world and of their role in it. Disarmament can only take place when there is a will to achieve a more just economic order, to share material and human resources in an equitable way and to facilitate the participation of all in the life of society. The North/South conflict is at least as great and perhaps even greater than the East/West conflict, because the East/West conflict of political and economic interests is frequently being played out in wars with and without arms in the South.

Finally, disarmament education must help translate the public's sense of urgency and greater awareness on disarmament issues into a consistent and broadly-based political action with a view to creating impact on governments' policies. This implies several immediate tasks: familiarizing the public about the political structures from the municipal to the national levels, providing timely information on proposed legislation affecting nuclear questions, suggesting concrete ways for the involvement of concerned persons in lobbying efforts, building trust among groups and broadening the coalitions and above all nurturing these coalitions into a mature and persistent political force. In the past few years a public momentum has been generated in favour of disarmament. It is essential that the momentum in the post-SSDII period be maintained and that the people's hopes and efforts are not disappointed but rather are transformed into a policy for peace. This political task is the most formidable challenge of our time. It is indeed a matter of life and death, a struggle of hope against despair, of collective resistance over and against passive subjugation. It is a noble fight worth waging. I urge you to persist to the bitter end. We shall overcome.

IDEAS WHICH FORM A BASIS FOR DISARMAMENT EDUCATION

Mikhail Kabatchenko, Chief, Section of Education for
International Cooperation and Peace,
Unesco

Unesco considers that its primary responsibility in the areas within its scope is to initiate any drives likely to help lessen international tensions, to work toward the maintenance of peace and disarmament. Scientists, researchers, professors, who understand better than anyone the dangers to which humanity is now exposed, implore us and plead with all the member States to take the most urgent steps to put an end to the arms race.

The Secretary of the National Academy of Sciences of the United States recently gave Unesco a text expressing the alarm that American scientists feel on this subject.

For their part, the academies of sciences of the socialist countries have advanced their own appeals in which they suggest the creation of an international committee of scientists to work on the problems presented by nuclear war.

A group of eminent scientists, brought together by the Pontifical Academy of Sciences, has issued a declaration in which they state that it would be absolutely impossible for the medical community to provide the required care to the survivors of a nuclear attack. The declaration concludes: 'prevention is our only hope'.

This demolishes all of the scenarios projected in the comfort of administrative offices according to which the effects on life of a nuclear war could be limited.

The concerns of the intellectual and scientific community and their anxieties are doubtless the reflection of a much vaster movement which is taking hold or developing in other milieux in a number of countries, particularly among the young, all of which express the same determination to put a halt to the machinations that threaten humanity with a disaster from which there would be no recovery. It is self-evident that the nature of war is different today from what it was! The destructive power of modern nuclear weapons is such that a conflict in which these arms might be used could bring about the destruction of the human species. This is precisely what constitutes the radical distinction between our epoch and all those which have gone before: the capacity which we now have to annihilate ourselves.

Once the nuclear fuse begins to burn, absolutely nothing will be able to quench it. The least that can be said is that it is a delusion and a dangerous one to imagine that those who are mad enough to start a nuclear war will later be sane enough to limit it. In addition, the stocks already in existence are capable of destroying all life on earth many times over.

Chemical and biological weapons are considerably less spectacular, but they nevertheless present another and an exceptional danger - and the general public seems to know next to nothing about it. Although these weapons are outlawed, we are fully aware that they continue to be produced, tested, perfected and stocked, with a view to their use sometime in the future.

And so enormous resources can be considered as being totally wasted in this way because they don't even improve the security of those who accept them, since the military balance simply seeks new and higher levels. The arms race, born of an ambition to dominate or a feeling of insecurity, thus carries within itself the motive force for its own acceleration. Because of the growing interdependence of the destinies of the various nations and of the contradictory overlapping of their interests, there is an ever-tightening linkage of international tensions with internal conflicts, of national oppositions and ideological splits, of regional interests and planetary stakes. From this it is clear that the war can not only escape the control of those who unleash it, but it can escape all control and drive the world into the abyss.

A peace movement, unprecedented in history, must spread everywhere from now on, a movement which claims for itself the collective responsibility for the destiny of the world. This is a responsibility which must transcend the frontiers of self-interest and narrow strategies, to raise itself to the level of loyalty to the unity of all mankind.

To be sure, a number of efforts have been made within the United Nations Organization itself to stave off war. On this subject I may refer to certain texts adopted by the General Conference of Unesco: the Declaration of the fundamental principles concerning the contribution of organs of information for the strengthening of international peace and understanding, for the promotion of human rights and for the struggle against racism, apartheid and incitation to war, and the resolutions entitled

> 'The Contribution of Unesco to peace and the tasks of Unesco concerning the promotion of human rights and the elimination of colonialism and racism' and
>
> 'The creation of public opinion in favour of stopping the arms race and inaugurating disarmament'.

Unesco Recommendation 1974

But for us, the educators, I also want to emphasize a recommendation adopted in 1974 which is of particular importance:

> 'Recommendation on Education for International Understanding, Cooperation and Peace, and Education Concerning Human Rights and Basic Liberties'.

This is, indeed, a very complete and extremely rich document, the scope of which covers 'all the stages and forms of education'. The Resolution begins by defining international understanding, cooperation and peace as constituting an indivisible whole,

> 'based on the principles of friendly relations among peoples and States having different social and political systems, and on the respect for human rights and other fundamental liberties',

defined by the Charter of the United Nations, the Universal Declaration of Human Rights and the international agreements covering economic, social and cultural rights and civil and political rights.

In its guidelines, in its identification of the principal areas of apprenticeship, of training and of action to be studied, as well as in the definition of the specific modes of action advocated for the various levels and types of education, this instrument has the great merit of providing a particularly exhaustive and coherent overall conception, based on a penetrating analysis of the major requirements for the peaceful co-existence of peoples in the world today and of the characteristics of on-going education adapted to these permanent tasks as well as to the new responsibilities: education assuring the full development of the personality and one which is relevant in terms of the realities of the environment, and, as matters now stand, the environment is composed of the entire international community. One of the essential elements of this relevance is furnished by the study of the major problems facing mankind which are here the focus of particular attention. The goal is to define how education can contribute to:

> 'eliminating those factors which perpetuate and aggravate the great problems involved in the survival and well-being of the human species - inequality, injustice, international relationships based on the use of force, etc., and instituting measures of international cooperation capable of leading toward solutions.'

The Resolution states in unequivocal terms that

> 'education should place its emphasis on the inadmissibility of recourse to wars of expansion, aggression and domination, and to repressive force and violence.'

Among the themes of study of vital human problems, it gives major rank to

> 'the maintenance of peace ... disarmament; the inadmissibility of perverting science and technique to the purposes of war.'

Education with this aim is conceived as being 'necessarily interdisciplinary' to deal with the complexity of the questions raised and as making use of all aspects of the development of the personality involved in our ethical and emotional commitment as well as in our grasp of the factual elements.

Education must provide a fuller appreciation of the cultural heritage of the different nations, as well as of their physical, human and economic realities. The indispensable elements needed to meet these goals include the entire range from the study of geography, living languages and aesthetic and artistic education to the complicated data required for an understanding of the major and tangled problems confronting mankind and adapting the depth of these studies to the level of urgency of the problems which comprise: equality of rights of peoples, maintaining the peace, disarmament, respect of human rights, elimination of racism and the struggle against discrimination, the struggle against colonialism and apartheid, development, aid to developing countries and the struggle against the ills from which they suffer, ways and means for action within the United Nations system to work toward the resolution of these problems.

It is obvious that an introduction to these highly complicated problems calls for entirely different approaches depending upon the various levels and types of education involved, extending from the nurturing of friendly attitudes, respect and cooperation, beginning with the pre-school years and continuing through to a real grasp of the major problems at the post-secondary level, a permanent education mission for civic education and for the study and practice of that international cooperation incumbent on the institutions of higher education. Quite naturally, the Recommendation gives the merited attention to the preparation of the educators, both as concerns the inter-disciplinary background they need and the mastery of the innovative pedagogy required for an education with an international dedication.

Ever since the adoption of this Recommendation, Unesco has organized a series of international and regional meetings to implement it. Among the activities undertaken by Unesco in this field, and most particularly concerning disarmament, I would like to signal only the most recent activities related to certain major meetings such as the World Congress on Education for Disarmament which met in June 1980, the training seminar for the training of university students on the subject of disarmament of the Latin American and the Caribbean regions, held in Caracas in October 1981, the colloquy organized with the collaboration of the Pugwash Conferences on Science and World Affairs at Ajaccio in February of this year (1982) on the theme: Scientists, Arms Race and Disaramament, as well as a round-table of specialists on education and mass information media and the use of information media in education for peace, held in Vienna during 1981, a study on the cooperation between schools and other social institutions, either capable of contributing or now contributing to education for peace and disarmament.

Consultation of specialists organized by WCOTP

I would like to make particular mention of the consultation of specialists on the contents and methods of education for international understanding, peace, disarmament and respect for human rights conducted with great skill at Morges (Switzerland) by your organization a year ago, to examine these questions on an interdisciplinary basis and to inventory and evaluate past experiences. Preparation was completed for the publication of a guide for teachers, 'The teaching of major issues facing mankind'. It should be particularly emphasized that, during the course of this consultation, the participants made an in-depth study of the methodological problems of education for peace and disarmament. It is evident that education can make a great contribution to the struggle for peace and respect of human rights for it brings resources to the acquisition of knowledge, to the development of conviction and of ideas concerning the world of today, as well as to the inculcation of principles which determine individual and collective behaviour. However, there is still a wide gap between the objectives and their realization. As far as education is concerned, both in and out of schools, its potential is far from being fully utilized. The programmes,the contents and methods of teaching are often badly adapted to the cause of peace and disarmament. Working out the methodology demanded for the training of children for an active life should help us fill this gap.

Another aspect of the activities of Unesco in the field of international education is the series of studies made on the

role of the social sciences in education for peace and the respect of human rights. As a result of these studies, a publication entitled 'Sourcebook for the Teaching of Social Sciences' was prepared last year by sixteen specialists from various areas of the world.

Unesco also published a number of reference works, guides and miscellaneous texts for the purpose of facilitating the teaching of various branches in the spirit of international understanding, as well as disarmament and instruction relative to the United Nations.

We have often found that certain manuals and teaching materials are out-dated, inexact and sometimes even not free of prejudice. That is why Unesco, during the past several years, has organized a series of multilateral and bilateral consultations for the study and revision of school manuals in various branches of study. The first step in this work was an international consultation, and this was followed by regional consultations. A European consultation has just ended and we are in the process of preparing two others which will take place in Asia and in Latin America.

The Intergovernmental Conference in 1983

An Intergovernmental Conference will be held in April 1983 to draw up a balance sheet on education for understanding, co-operation and international peace and for education concerning human rights and fundamental liberties with a view to developing a state of mind favourable to strengthening security and disarmament. We hope and expect that this important Conference will be prompted to study the steps to be taken in order to reinforce collaboration among the various authorities concerned in the application of the Recommendation, to intensify governmental support, and to surmount the obstacles of insufficient material resources and teachers' work overloads. However, it appears that this Conference would be falling short of its objective if it simply laid down provisions to be adopted at the legislative, administrative or pedagogical levels to improve the present state of affairs as concerns the application of the Recommendation. Because of the very scope and value of this instrument, an ideational effort is called for on the part of the delegations of the member States and of the non-governmental organizations so that a large consensus will be able to define the means to be employed for the achievement of these objectives. A manual for teachers on the implementing of this Recommendation will be published prior to the Conference.

The Associated Schools

The creation of a system of Associated Schools in 1953 must be

considered as an extremely important advance made by the Organization in the field of peace, disarmament and the respect of human rights. At that time some 33 establishments in 15 member States participated in this experiment. Today there are 1,600 in 81 countries throughout the world: primary schools, secondary establishments and teacher training colleges. These schools had the double objective of introducing innovative activities and of facilitating international contacts and exchanges with an open-minded spirit. The experiments they initiated as pilot establishments were sometimes adopted and generally applied in their respective countries, and thus they made a contribution which should not be neglected in the movement for the revitalization of education, and also in facilitating international exchanges and contacts with a sympathetic attitude.

The activities of these Associated Schools were the subject of an evaluation study in 1980, and in 1983, on the occasion of their 30th anniversary, a more complete balance sheet of successes and failures will be drawn up in the course of the World Congress of Associated Schools, in Bulgaria. It already appears that the system of Associated Schools has been an irreplaceable source of experience and inspiration for Unesco: inspiration and experience which were fully taken into account in the preparation of an instrument in this field.

Basic ideas for promoting disarmament education

To promote the cause of education in support of disarmament, it is necessary to do more than elaborate school programmes: we must also prepare guidebooks and educational material for the use of both teachers and students. At present there appear to be very few pedagogical publications covering these fields. This can be explained in part by the fact that disarmament is a relatively new subject in the history of humanity, only appearing in the course of the 20th century, and in part by the complexity of the problems it raises.

To make up for this deficiency, a study has been planned for the coming year on the programmes and texts for the goal of disarmament used by teaching organizations with a view to preparing a study manual on this subject for the use of teachers in primary and secondary schools, as well as for students in the pedagogical institutions.

The purpose of this study is, first, to identify the principal aspects of the problem before us and, second, to advance suggestions as to solutions that might be applied, on the basis of the following ideas:

Education for disarmament is an essential aspect of the more general task of education for peace. It can play a considerable role in developing an awareness of the nature and complexity of the problems raised by disarmament.

Disarmament education must prepare the youth of this generation and the next so that they may contribute to the solution of this problem by appropriate and effective action. This is done by giving them the necessary data and discrimination, by enabling them to analyse the facts and by stimulating them to participate to the fullest extent of their potentials.

The proliferation of arms and the continuance of the arms race carry with them immense dangers for humanity as well as consequences which are particularly dangerous for development in general and for the efforts of modernization of the developing countries in particular. For this reason it can be asserted that, even in the absence of war, the making of weapons in itself creates millions of victims. Actually, the world is confronted by two sorts of famine, physical and spiritual. There are now 500 million people suffering from severe malnutrition, 800 million are illiterate, 250 million children under 15 years of age cannot go to school.

Thus the arms race is seen to be one of the essential causes of the obstacles in the way of the exercise of the indefeasible rights of the individual (work, education, health, social security, etc.) since it is a massive diversion of the resources of the States for military ends, and at the same time it is a wastage of raw materials, technical capacities and research and development possibilities on a global scale.

The most basic human right is the right to life. Weapons are a permanent threat to this right. The arms race increases the risk of war, and when the cannons speak, the laws are silent.

All men have the right to live without arms, in peace, security and liberty. The increasing expenditures for arms, the growing stockpiles of weapons of every sort on our planet (particularly nuclear weapons) and their 'perfecting' have reached such a level that, instead of insuring security, they endanger the very existence of mankind.

In addition, problems of health, nutrition, education and housing have reached a critical phase in many parts of the world. There are many vital problems that demand immediate solutions, sometimes on a planetary scale, such as industrialization and economic and social progress of the developing countries, the struggle against the deterioration of the environment, the exploitation of new sources of energy and of

raw materials in order to preserve non-renewable resources or prevent natural catastrophes. Instead of seeing efforts directed toward the solution of these problems we see a wasting without precedent for military ends of the very resources which would make their solutions possible.

Disarmament education replaces the antique injunction 'Si vis pacem para bellum', with a new formula: 'If you want peace, prepare for peace'.

Disarmament education finds its justification in the positive results that can be anticipated in the struggle for peace and disarmament and in the many examples of progress that humanity has been able to achieve under peaceful conditions. This education strives to make man the master of his fate and combats the notion that war is inevitable and that the arms race is necessary.

The political and legal bases of this education are inscribed in various UN and Unesco documents such as the final document adopted by the General Assembly of the United Nations at its First Special Session on Disarmament (1978), the declaration of the preparation of societies for living in peace, adopted by the General Assembly of the United Nations at its 33rd session, the Recommendation of 1974, referred to above, and Resolution 11.1 adopted by the General Conference of Unesco at its 20th session on the role of Unesco in the creation of public opinion promoting an end to the arms race and a shift over to disarmament.

Disarmament education also strives to bring about awareness of the inacceptable character of the recourse to war for expansion, aggression and domination as well as to repressive force and violence, and it seeks to lead each individual to understand and assume the responsibilities incumbent on him for the maintenance of peace, no matter what place he occupies in society.

Education for disarmament has many facets: psychological, social, cultural, political, legal, economic, technological and didactic. It is inevitably interdisciplinary and applies to every level, type and form of education.

It must be the subject of concern and activity on the part of all those engaged in teaching: parents, teachers, public and private bodies, associations, trade unions, cultural, social and religious institutions, mass media for information and communication.

Disarmament education must be objective, scientific and concrete in character. It must be based on precise and accu-

rate information and make use of a variety of active pedagogical techniques.

It is important that school programmes, textbooks and other teaching means put the emphasis on positive facts and examples of solutions of conflicts by peaceful means when presenting the history of disarmament. This presentation must lead to the conviction that conflicts must not be settled by war but, on the contrary, it is necessary to discover how the institutions can be set up to act in the cause of peace deriving from a broadly shared prosperity.

This type of education must necessarily draw the attention of the students to the problems of maintaining peace, to the various types of wars, to their causes and their effect, and particularly to the effects of nuclear, chemical and biological warfare; to the inacceptable character of the use of science and technology for war and finally to the benefits which would result from their utilization in the service of peace and economic and social progress.

Disarmament education must contribute to developing active and positive attitudes in the students, particularly concerning internationalism, the reciprocal relationship between the arms race and the socio-economic situation, and the essential role of detente in bettering the international climate.

It must challenge the excuses for and the idealization of force, violence and war as they are sometimes depicted and broadcast by media, films and books and supported by the financial and political influence of the military industrial complexes. These excuses and idealizations imply a building up of chauvinism and racism and they augment the feelings of fear and mistrust between peoples and nations, thus constituting the major psychological obstacle in the way of disarmament.

Disarmament education is also called upon to dispel certain myths which would have us believe that the arms industry contributes to economic prosperity, that arms manufacture reduces unemployment or that military research and development enhance the quality of life.

This education must help the students understand the complexity of these problems and how they are an integral part of all spheres of social life. It must provide a deep comprehension of the need for stopping the arms race and for passing from words to acts in order to arrive, by taking one step after another, at a general and total disarmament.

In the schools, disarmament education should be integrated into the programmes of the traditional disciplines such as history, geography, physics, economics and civic instruction. Furthermore, it should be the focus of specific teaching within courses dealing with literature, art, chemistry and biology.

Each particular aspect of education for disarmament can be dealt with through the corresponding school subject: for example, the psychological aspect falls within the framework of the teaching of literature and history; the social aspect is part of civic instruction and history; the cultural aspect is part of the teaching of art and history; the technological aspect relates to physics, chemistry and biology.

The most difficult problems of disarmament, such as those dealing with control or security can only be taught through an interdisciplinary approach. It is appropriate to examine these problems in the contexts of various school subjects, while still bringing out their specific nature. In the schools the interdisciplinary approach to the problems of disarmament requires the elaboration of special pedagogical methods which will define the role and the contribution of each school subject in this type of education, as well as more general methods permitting the integration of the results of studies carried out separately and thus affording the students the possibility of grasping the problem in its totality.

Education for disarmament must sensitize individuals and contribute to the formation of citizens aware of the problems by developing their critical faculties and by making them conscious of their personal responsibility. A collective approach must be associated to this individualized perspective which would contribute to forming responsible members of the family, the community and society, by eliciting from each the respect due to others and the ability to act within the group in order to achieve the desired results and by encouraging the collective search for solutions other than the arms race in order to arrive at a state of international peace in which the nations stand shoulder to shoulder.

The methods applied in this education as well as the teaching contents, the pedagogical materials, and in particular the audio-visual techniques, must be carefully adapted to the various school levels, to the various types of schools, and to the various family, ethnic, national and regional traditions.

The educators must give their students exact, precise and scientifically based information, taking care to avoid the

risks of sudden dissaffection or of fear, and to dissipate certain illusions such as the one that holds that disarmament can be easily achieved. The contents and the methods of the education to be made available can neither be imposed nor conceived in the form of stereotypes.

Play and games occupy an important place among these methods to the extent that they reflect real life. These games can take concrete form, varying according to the age and level of the students: the organization of games dramatizing the activities of international rescue missions during natural or technical catastrophes, or the preservation of cultural assets, sports events, etc. Plays can act out the search for peaceful means to avoid armed conflicts and the solution of problems connected to disarmament. Students can conduct discussions, conferences, sports events and scientific, cultural and other types of contests. These meetings should enable the participants to discover other modes of living and thinking than their own, to accept these differences and to feel the strength of unity in the complementary part that each plays.

Education for disarmament must be integrated into school life (lessons or peripheral activities), into the social life of the students outside the school (clubs, socio-educational centres, school exchanges, school cooperatives, organizations of cultural, scientific, social youth groups, etc.). Some experiments have already been carried out by the Associated Schools and the Unesco Clubs which are working out programmes and educational methods in this field.

Increasingly, today's youth learns more about the contemporary world outside of school than in school. Therefore the mass information media (press, television, radio, cinema, books, etc.) are morally obliged to provide absolutely reliable information. Education and the sources of information have the duty of helping youth to obtain a clear view of events, to interpret them from the vantage point of precise knowledge where judgment plays a role, and to promote the furtherance of the cause of disarmament.

It is also necessary that educators work out the means and methods adapted to informal education.

The programmes, methods and teaching techniques of disarmament education must be presented in a variety of forms accessible to pupils of all ages. This means that they must constantly be revised and improved to reflect accurately the evolving situation in the field of disarmament and international relations.

Teacher training should include methodological recommendations for use by future teachers and those taking refresher courses.

The educators must have a general and interdisciplinary fund of knowledge concerning the problems of disarmament, as well as specialized information corresponding to the school subjects which they are or will be responsible for teaching.

It is of vital importance for the educators to be in close touch with research dealing with the guiding principles, the modalities and effects of education for disarmament and peace, and with the innovations and experimental activities carried on in this field. For example, they should be in touch with the system of Associated Schools where a programme of education for international cooperation and peace is applied and with the use of active methods of education. The cooperation of the universities, research bodies, teacher training schools, adult education institutions and the pertinent non-governmental organizations and others is naturally essential to this endeavour.

Thank you for your invitation to participate in your meeting and for your courteous attention. I wish you every success.

THE UNITED NATIONS AND DISARMAMENT EDUCATION AFTER THE SECOND SPECIAL SESSION

Jan Martenson, United Nations Assistant Secretary General*

Firstly, it is altogether appropriate, I think, that this meeting, whose purpose is to further the vital goal of disarmament education, should be taking place here in Hiroshima - the city which, as the convenor of this Symposium has said, stands today as at once a warning to all of humanity and a testimony to the human will to survive. I can testify from my own experience of the visit I made here a little over a year ago to how solemn an impression this city makes, and how much it must strengthen the resolve of all thinking human beings that what took place here thirty-seven years ago shall never happen again. As the Secretary-General said on the occasion of his visit to this city last August, the sentiments for world peace and disarmament are widespread in all sections of the globe, yet here in Hiroshima they have the irresistible force given to them by the memory of a unique experience. But not only the place is significant - also the audience - the participants. For all of you and the organizations you represent have a great responsibility in changing attitudes and concepts through education and what timing is more appropriate for the Symposium than the Disarmament Week of the United Nations.

I should like to talk to you today about the role the United Nations can play in supporting and furthering the goals of disarmament education, especially in the light of the decision taken by the General Assembly at the second special session on disarmament last summer to inaugurate a World Disarmament Campaign.

There is nothing inevitable about the arms race

It occurs to me sometimes that for many of our younger generations, those who came of age, for example, in the decades of the sixties or later, the arms race must seem a law of nature,

* Since delivering this address in Hiroshima, Mr. Martenson has been appointed Under-Secretary-General, Department for Disarmament Affairs

one of the ineluctable conditions of human existence. For a very large part of the world, the arms race has become a way of life, a part of the institutionalized fabric of society. It cannot be repeated too often or too emphatically that there is nothing natural or inevitable about the arms race, that the situation we find ourselves in is not normal but abnormal, and that it is moreover exceedingly dangerous.

It is very dangerous because of its inherent tendency to expand and intensify itself. This trend has in fact accelerated dramatically within the past few years. Weapons of terrifying destructiveness are piled up at an increasing tempo. New weapons equally horrifying in their implications are being planned, developed and tested. New regions of the globe have been drawn into the frantic competition for increased armaments. The arms race now extends into the oceans of the world, and threatens to reach even into outer space. And a dismaying proportion of the wealth in human and material resources that should be directed to better ends - that is indeed urgently needed if we are to lift the curses of poverty, hunger and disease from a large part of mankind continues to be wasted on this endless and endlessly self-regenerating search for security through arms.

This description applies fully to the so-called conventional arms race. Indeed, it is the expenditures on conventional armaments which are increasing most rapidly, and in the areas of the world least able to afford this diversion of precious resources. And we should not forget that since the Second World War about 125 wars have been fought with conventional weapons with a terrifying toll of millions of dead, enormous sufferings and destruction. But it is the continued existence and amassing in the arsenals of States of nuclear weapons which poses the most dangerous threat of all - a threat to the very continuity of mankind.

A weapon of omnicide

Speaking here in Japan, the one country in the world which has actually suffered the effects of nuclear weapons and particularly here in Hiroshima, I know I do not need to emphasize the qualitative difference - in horror, and in destructive effect - between nuclear weapons and all the other instruments of destruction humanity has invented in its long history of fratricide. But there is one aspect of the nuclear weapon which I think cannot be emphasized too strongly, especially in the light of the new evidence science is bringing to bear on the subject. That is its aspect as a weapon of omnicide.

Before the invention of the nuclear weapon, man was concerned

with the death of the individual, alone or in groups. In the nuclear age, he is faced with the real and mounting threat of the death of the whole species. This is where the genius, the creativeness, and the scientific imagination of man have led us. Never before in the history of mankind have we experienced such amassing of destruction. Never before have we stood so precariously belanced on the narrow edge between catastrophe and survival. Today, the world possesses the destructive capacity equivalent to more than one million Hiroshima bombs. In fact, each human being on the face of the earth possesses a statistical share of three tons of high explosives. We are today facing a perverted and distorted reality of having created the means of self-destruction while a majority of mankind is deprived of the means of a life free from hunger, fear and despair.

This is thus the prospect to which man's scientific genius has brought us. And it was foreseen as soon as the world first grasped the reality of atomic weapons, at the close of the Second World War. It was that foreboding that Albert Einstein was expressing when he said, in 1955, that 'the unleashed power of the atom has changed everything except our way of thinking', and he warned the peoples of the world and their Governments that they would bring unprecedented disaster upon themselves unless they reversed the course of the nuclear arms race.

The search for security

It must of course be recognized that it is not out of some perverse impulse towards self-destruction or the destruction of others that this situation has emerged. The search for security through strength is as old and as deeply rooted in human history as the desire to live in peace. Indeed, the United Nations was established, at the end of an immensely destructive war, in an effort to prevent the recurrence of that disaster through the creation of an international system which would guarantee the security of all. That system was based on the acceptance by all Member States of certain principles of behaviour, including respect for the independence and territorial integrity of other States, and the renunciation of the threat or use of force in international relations. The Final Document of the first special session on disarmament explicitly recognized that disarmament, relaxation of international tension, respect for the right to self-determination and national independence, the peaceful settlement of disputes in accordance with the Charter of the United Nations and the strengthening of international peace and security are directly related to each other. Progress in any of these spheres, it was agreed, has a beneficial effect on all the others, while

failure in one sphere has negative effects on others.

The nature of the relationship among countries affects however their willingness to perceive security in other than military terms. Progress in disarmament will increase confidence among nations. But progress will be small unless simultaneously differences which inspire distrust can be tackled with the breadth of vision necessary to see the more productive security which is achievable through compromise, restraint and a harmonization of national goals.

Information on disarmament

These aspects of the problem of disarmament must also be borne in mind in our informational and educational efforts. Nor is this to say that the more specific aspects of the question of disarmament, as it has been studied, debated and negotiated ever since the end of the Second World War, should be neglected. Far from it. Indeed, it has been one of the functions of the United Nations, since the establishment of the Organization, to make such information generally available not only to diplomats and scholars but to the world public. This work, which is carried out for the United Nations through its Centre for Disarmament, in co-operation with the Department of Public Information, was given a considerable impetus as a result of the General Assembly's first special session devoted to disarmament, which took place in 1978. In the Final Document of that special session the General Assembly specifically requested the United Nations to intensify its activities in the presentation of information concerning the armaments race and disarmament. In accordance with that request we are now carrying out a wide range of activities intended to ensure the dissemination of accurate and objective information on the various aspects of disarmament, including the publication of a Disarmament Yearbook which is a work of reference, a series of Disarmament Fact Sheets providing up-to-date information on various aspects of disarmament under consideration at the United Nations, and a periodical, Disarmament. The Centre has also organized a number of regional seminars on disarmament, and has provided speakers at many meetings organized to inform and educate the public on disarmament matters all over the world.

As you are aware, the General Assembly last summer held a second special session devoted to disarmament. The main objective of that session was to provide a further substantive constribution to the efforts to halt the arms race and eventually reverse it so that the process of disarmament could be finally initiated.

Far from decisive progress

Unfortunately, many of the hopes that were focused on that session have been, at least temporarily, denied. The General Assembly was unable to reach agreement on the Comprehensive Programme of Disarmament, which it was hoped would be the central achievement of the session. Nor was it able to agree on any other substantive issue on its agenda. On the overriding issue of the prevention of nuclear war, major, and what appeared to be insurmountable differences of approach and emphasis developed among the militarily significant powers. Consequently, no agreement could be reached on this vital issue. In fact, the world remains as distinctly far, perhaps even further, from decisive progress in efforts to halt and reverse the arms race as it was before the second special session.

This outcome of the special session was not altogether unpredictable. The international events that had preceded the session were quite ominous. In the last four years we have witnessed an increasing resort to the use by States of military interventions, occupations, interference in the internal affairs of States and a denial of the inalienable right of people to self-determination and independence. The consequent tensions and confrontations have seriously retarded the prospects for meaningful disarmament.

But the inability of the special session to agree on more substantive matters should not be considered as a complete failure of its work.

The deep wave of concern

One of the positive aspects of the special session - perhaps the most positive of all - is the deep wave of concern over the growing dangers of the arms race, particularly the nuclear arms, which has arisen all over the world among millions of people in all walks of life, a veritable brushfire of reason. In this context, the Japanese people and many Japanese non-governmental organizations made an especially moving and impressive contribution to this demonstration of deep concern. Many millions of signatures to petitions and appeals for an end to the nuclear arms race were received from this country alone. This is an encouraging phenomenon. If the conditions for a lasting peace are to be created, not only Governments, but people must be involved. People all over the world have a vital interest in the resolution of matters that affect our future. The growth and continued expression of their convictions, sustained by an informed knowledge of the facts, cannot help but forward the vital task of finding some means by which we can agree,

all of us, to reduce the level of danger in which the whole world now exists.

The World Disarmament Campaign

It was in this conviction that the General Assembly acted when it agreed unanimously - and this in my view is another of the real accomplishments of the second special session - to inaugurate a World Disarmament Campaign. Under the guidelines laid down by the General Assembly, the purposes of the campaign will be to inform, to educate and to generate public understanding and support for the objectives of the United Nations in the field of arms limitation and disarmament. The Campaign is to be carried out in all countries in all regions of the world in a balanced, factual and objective manner, and its universality should be guaranteed, as the Assembly stated

> 'by the co-operation and participation of all States and by the widest possible dissemination of information and unimpeded access for all sectors of the public to a broad range of information and opinions on questions of arms limitation and disarmament and the dangers relating to all aspects of the arms race and war, in particular nuclear war.'

The General Assembly also specified that in carrying out the Campaign emphasis should be placed on the relationship between disarmament and international security and between disarmament and development, and that it should provide an opportunity for discussion and debate in all countries on all points of view relating to disarmament issues, objectives and condition. The Assembly also noted that the campaign should facilitate and complement existing programmes of information, research, education and training in the areas of disarmament. Of particular interest to you might be the seminars for university level teachers and educators on peace education that are being planned as a part of the Campaign.

In carrying out the campaign, the role assigned to the Centre for Disarmament by the General Assembly is that of providing

> 'the central guidance in co-ordinating the World Disarmament Campaign activities within the United Nations system and in maintaining liaison with the governmental and non-governmental organizations and research institutes.'

The Secretary-General of the United Nations has been asked to

submit to the current session of the General Assembly a report containing the specifics of a programme for the World Disarmament Campaign. The Campaign will entail for the United Nations - in co-operation with Unesco, which already plays a very active role, with other specialized agencies and with such non-governmental organizations as those represented here - both an obligation and an opportunity to intensify greatly the assistance it has provided to programmes of information and education in the areas of disarmament.

As I stated at the World Congress on Disarmament Education, convened by Unesco in 1980, I believe that the approach to disarmament education should be neither too narrow nor too technical. The problem of disarmament should be of course in focus, but that ought not exclude the setting of the problem in its historical and political context, nor excluding the experiences gained from other branches of knowledge and education. The primary goals of a programme of disarmament education should therefore include explanations - objectively and factually and in clear and simple terms to the largest number of people all over the world - the realities of the present situation.

Disarmament cannot be conceived in a vacuum

There is no doubt that disarmament cannot be conceived in a vacuum. The arms race is indeed the tip of the iceberg of international relations. It is also indisputable that there is a close interrelationship between disarmament and security. As I said before, the nature of the relationship among countries obviously affects their willingness to perceive security in other than military terms. Therefore, it is argued, that one must increase confidence among States to make disarmament possible. But like disarmament, confidence is not a condition that can be created of and by itself. Progress in disarmament will increase confidence among nations. But as I stated progress will be small unless simultaneously differences which inspire distrust can be tackled with the necessary vision to see the more constructive security through compromise, restraint and a harmonization of national goals.

In any case, I am convinced that we have no reason to despair. I base this feeling on several very important facts.

First, although recent rhetorics have abounded, we should not forget that bilateral negotiations between the USA and the USSR on intermediate range missiles and on strategic

weapons have been resumed. The fact that the two major powers are discussing these extremely important questions is itself encouraging and gives reason for hope.

Second, the General Assembly has now begun its regular session. Certainly many Member States will use this opportunity to revive discussion on a number of proposals and ideas that they initiated at the special session.

But we must realize of course that the United Nations has no supernational powers but is merely a tool, a tool for peace and the best we have, but like all tools it has to be used and this requires the political will of the member countries. The United Nations is as strong or as weak as the member countries allow it to be. As the Secretary-General said in his annual report on the work of the Organization, issued last month, there is need for all Governments

> 'to make serious effort to reinforce the protective and pre-emptive ring of collective security which should be our common shelter and the most important task of the United Nations. The will to use the machinery of the Charter needs to be consciously strengthened, and all Governments must try to look beyond short-term national interests to the great possibilities of a more stable system of collective international security, as well as to the very great perils of failing to develop such a system.'

Insofar as the future of disarmament is concerned, it seems to me that we must above all be realistic. The arms race is a symptom, not a cause. We cannot have disarmament overnight. We have to realize that every country has a legitimate right to national security. What we should, in my opinion, try to get is a halt to the arms race - to move the spiral downwards in a mutually balanced,verifiable, controllable manner, towards the distant goal of general and complete disarmament under effective international control.

Although the world today does not provide too much reason for optimism, there are, to my mind, at least three reasons for a slightly less pessimistic assessment of our future. I am referring to the rationality of the human mind, the economic dimension of the arms race and the role of public opinion.

We have on our side the fact that man is a rational being. Eventually, it seems to me, the human capacity for rationality must and will reassert itself to put an end to this increasingly dangerous situation and politicians and decision-makers all over the world are, indeed, aware of

the consequences and results of unleashing a nuclear war: the final war with no winners, only losers.

Another reason for less pessimism is that we are working with economic factors. I do not believe that any single country or any alliance in the long run can cope with inflation, unemployment, recession, energy prices, development, etc. and simultaneously participate in the spending of well over six hundred billion dollars a year on the arms race.

And this brings me to a third and final factor. This is the increasing role of public opinion all over the world, which is calling more and more insistently for a return to sanity on the matter of armaments. Eventually, it seems to me that a deep desire on the part of the great majority of humanity must and will be satisfied in all countries.

PLENARY DISCUSSION

Rapporteur-General: Gabriel Falade (Nigeria)

The following speakers participated in the opening plenary discussion:

Kazuko Hashiguchi, Japan Teachers' Union (NIKKYOSO)

Takashi Ohta, Japanese society for the study of education

Shingo Fukushima, Japanese society for the study of peace

Fred Van Leeuwen, International Federation of Free Teachers' Unions (IFFTU)

Daniel Retureau, World Federation of Teachers' Unions (FISE)

Anne Allangba, Syndicat national de l'enseignement primaire public de Côte d'Ivoire (SNEPPCI)

Willard McGuire, National Education Association (NEA), United States of America

Guy Georges, Syndicat National des Instituteurs et Professeurs de Collège (SNI-PEGC), France

Alfred Budd, National Union of Teachers (NUT), England and Wales

Samuel Bello, Asociación Gremial de Educadores de Chile (AGECH)

Monique Vuaillat, Syndicat National des Enseignements de Second Degré (SNES), France

Cathy Bloch, Australian Teachers' Federation (ATF)

M. Wahjudi, Persatuan Guru Republik Indonesia (PGRI), Indonesia

Ohtori Kurino, Hiroshima Teachers' Union

Shinji Takahashi, Nagasaki Teachers' Union

Jean Daubard, International Federation of Teachers' Associations (IFTA)

André Drubay, International Federation of Secondary Teachers (FIPESO)

Abiboulaye Sy, Syndicat national de l'enseignement élémentaire (SNEEL), Senegal

Guy le Neouannic, Fédération de l'éducation nationale (FEN), France

Y. Nikiforov, Educational and Scientific Workers Union (ESWU), Union of Soviet Socialist Republics

Daniel A. Pakianthan, All Ceylon Union of Teachers (ACUT), Sri Lanka

Pun Tin Chi, Hong Kong Professional Teachers' Union (HKPTU)

Rasheda Begum, Bangladesh Government College Teachers' Association (BGCTA)

Juan Luis Fuentes, Federacion de Trabajadores de la Enseñanza (FETE), Spain

Jean-Jacques Recht, Université de Paris

The rich and varied interventions made by speakers from all regions of the world included presentations of research reports and statistical data, together with practical examples of disarmament education in various countries. The many expressions of future hopes or fears of disaster were given added meaning by the recollection of the personal experiences of the Hibakusha of Hiroshima and Nagasaki.

It was repeatedly emphasized that there is an absolute necessity to educate the masses about the appalling effect of nuclear bombs on human life and property, that disarmament education is an essential tool to ensure mutual understanding, peace and fundamental human rights, and that lack of trust is a prelude to chaos and instability.

The participants strongly emphasized that peace education must stress the necessity for disarmament and for ensuring that conflicts are resolved through mutual understanding and compromise. Education for disarmament must emphasize that the arms race is a race towards catastrophe. Peace cannot be guaranteed as long as nuclear weapons continue to be manufactured, new ones tested and old ones up-dated.

Some participants asserted that the arms race had acquired a powerful momentum due to economic factors, and that the interest of armaments industries in increasing military spending was being reinforced by fears of unemployment. It was pointed out that the manpower and resources consumed by the arms race could be utilized more meaningfully and equitably in a world where many thousands of children die annually of malnutrition, while many millions more suffer chronic ill-health and are denied their fundamental right to education.

It was pointed out that international understanding depends ultimately on mutual respect and trust, and the removal of such causes of conflict as discrimination based on race, religion or sex.

All agreed that children should be taught that peace is possible, and that curricula in schools must promote education for peace and understanding, based upon respect for the value of life.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

REPORT FROM COMMISSION I

FOLLOW UP TO THE 1980 WORLD CONGRESS ON DISARMAMENT EDUCATION AND THE WORLD DISARMAMENT CAMPAIGN LAUNCHED BY THE UNITED NATIONS SECOND SPECIAL SESSION ON DISARMAMENT, 1982.

Rapporteur:
George Lees (Australian Teachers' Federation)

The task of this Commission was to follow up on the 1980 World Congress on Disarmament Education and the World Disarmament Campaign launched by the Second United Nations Special Session on Disarmament.

The unspeakable implications of the nuclear arms race will be spelt out in other documents from the Seminar and are therefore not dealt with here.

The purpose of this report is to provide a guide to action for teachers and teacher organizations towards achieving disarmament and peace.

Particular thanks are due to the Japan Teachers' Union, not only for arranging the Symposium but also for sharing their invaluable experience on peace education with us.

The discussion emphasized the global implications and possibilities before us.

Humanity itself is threatened by the nuclear arms race. Teacher organizations collectively are in a good position to establish the idea of a global community working together for self preservation and progress, and of influencing public opinion in this direction.

The issues transcend national boundaries. The application of the world's wealth and resources away from re-armaments towards education, development and the achievement of economic justice and human rights is also a task of global dimensions.

Peace education itself is a global matter and the international organizations of teachers have the opportunity and responsibility to establish it in every part of the world.

To leave the responsibility to someone else or to blame someone else was rejected in the discussion. Establishing disarmament and peace was seen as a task for everyone in every country, using whatever avenues are available to them.

It was stressed that there is no unique model of peace education that is applicable to all circumstances. It has to be adaptable to different cultures, approaches and sensitivities.

Excellent work is already being done in isolated spots throughout the world. The objective now is to have peace education introduced in a comprehensive and systematic way; not by authoritarian means but through the conviction and action of teachers themselves.

The context of prevailing ideas and assumptions about security and defence through armed forces has to be challenged in each country and a new context of ideas established, based on the assumption that peaceful answers and developments provide the only security and defence.

Some suggestions that could be considered on this matter are:

i) establishing peace education as a normal part of the curriculum for all schools

ii) demanding the right to live in peace as a basic right for every person

iii) seeking a commitment to peace in the constitution of each country, emulating the concepts of the Constitution of Japan

iv) demanding that the mass media exert its enormous influence toward peace, and making illegal the media's use for encouragement of war and rearmament.

v) seeking the establishment of nuclear force or peace districts, states, countries and zones of the world. Self-determination of nations is essential to this process, as is support for popular demands to eliminate foreign bases.

Armed forces are put to use for purposes other than security and defence. Just as often they have been used within countries against the people to prevent change, to perpetuate unjust governments and anti-democratic practices.

Repression and threats of war go hand in hand.

Disarmament challenges repression.

Disarmament and democracy are inseparable.

In his opening address WCOTP President Jim Killeen outlined two possible spheres of work. The first - the work of teachers with students; and the second - the activities of teacher organizations.

This statement of the task was accepted and the interconnection between the two spheres emphasized.

The work of teachers with students

1. It is necessary to have peace education introduced into the curriculum either by authorities or by the teachers themselves. This common objective should apply to all countries irrespective of creed, political blocs or stages of development.

2. The autonomy of teachers is a fundamental requirement in this matter. Teachers must be free to develop the curriculum, to choose the teaching materials they wish to use and to apply the teaching methods they find most appropriate.

3. Peace education has application in every area of learning and should be the responsibility of every teacher.

4. Teachers' colleges should introduce units on peace education into every course of teacher preparation and should reexamine all courses to ensure that they are consistent with peace education.

5. In-service education for teachers is necessary so that experience can be shared, and cooperation established to develop new approaches, new units of work and new learning materials.

6. It is essential that the curriculum be designed to suit the age and maturity of the student. Some progress has been made on this matter but more experience is needed particularly at the primary level.

7. At all levels in the school, issues such as racism, using violence to solve personal differences, prejudice, greed, ignorance, parochialism and intolerance need to be addressed systematically.

The more immediate and concrete the circumstances under which these issues are challenged, the more real the learning experiences will be.

8. The experience of the Japanese teachers has led them to perceive the education process developing through three stages which might be described as the emotional, the analytical and the activity stages. For the purposes of this document the first stage is entitled The Reality of War.

Stage 1
The Reality of War

The Japanese teachers' experience was most helpful. Students are shown films, and taken to museums and to exhibitions of photographs, art works and physical objects. They are provided with a wide range of written materials. Scientific experiments are conducted to establish the temperature at various points at the time. Parents and older people who experienced the war are involved in discussions. The victims (the Hibakusha) play a very important role by relating their personal experiences. They are highly respected for their important contribution.

The reality of war was a controversial subject within the Commission. One delegate objected vigorously to young children being confronted with the horror of war on the grounds that it would cause revulsion, and that it would not be acceptable to parents. Obviously this point requires particular care by teachers and this is one example of how peace education has to be adapted to the culture and sensitivities of each country.

The experience of the Japanese teachers has led them to the opposite position. The objective for them is to clearly affirm the positiveness of life and human development.

War as a negation of life is an atrocity.

To confront the atrocity in its stark horror is not seen as being negative, but rather as a means of establishing more clearly the immense value of that which is being destroyed - life itself.

The horror is seen as part of the process of gaining a full appreciation of life, and as a starting point in the search for full understanding and rational analysis of all factors involved.

It was pointed out that to present the facts of past history is not sufficient. It is necessary to deal also with the imminent threat to everybody of the present nuclear arms race.

Apart from the potential for massive destruction, the full consequences of the arms race need to be addressed. The waste of scarce natural resources, the devastating impact on the world's ecology and the waste of money that should be directed to provide education, health services and food for the millions of people who desperately require them.

Stage 2
Analysis

Speakers emphasized the necessity of enabling students to develop their own critical, scientific approach to the issues.

While it is necessary for the teacher to present the facts, it is also necessary for students to be able to find information for themselves and to assess its validity.

Students need to develop the skills required to draw their own conclusions from the facts.

The importance of students being able to think for themselves was repeatedly emphasized.

Failure to do this will leave students ill equipped to think clearly in situations of hysteria which develop in imminent war or crisis situations.

The causes of wars have to be examined in all their complexity, including the context of events which appear to make war inevitable, the underlying economic issues such as profits, redistribution of wealth and the rearrangement and extension of power.

Another huge question that needs to be examined is how does it come about that ordinary people allow themselves to be drawn into the fighting. Why?

Stage 3
Action

Peace education is not merely an academic exercise isolated from the reality of society.

It is expected that students will recognize the need to do something themselves, and this is a test of the success of our educational efforts.

Again the experience of the Japanese teachers was helpful.

Writing and art works can have a powerful influence and are important practical actions.

Some students have undertaken projects such as creating displays and exhibits for public viewing and establishing a monument for peace.

Others have taken part in general peace activities.

The Work of Teacher Organizations

1. It is necessary for teacher organizations to vigorously defend the autonomy of the teacher, and teachers' right to

teach peace and to determine their own curriculum without victimization or intimidation.

2. Teacher organizations should make peace education a high priority issue with members, so that the members themselves will take the initiative and introduce it into the curriculum.

3. The Japanese teachers have found their Peace Research Centres and resource centres to be of great value.

Other teacher organizations should consider the establishment of their own Peace Research Centres, initiate research into issues of particular relevance, and demand funds from authorities and governments to provide for more extensive research.

4. Demands should be taken up with authorities and governments for funds, and for time to be available for teachers and writers to prepare peace education learning materials and to establish resource centres.

5. The interconnections between peace education and the development of a public movement for peace was emphasized.

It was the view of this Commission that teacher organizations should associate publicly with other organizations in developing a powerful movement of people for peace and disarmament that governments will not be able to ignore.

6. Speakers emphasized that peace and disarmament cannot be isolated from the denial of other basic human rights, including the economic injustices of poverty, unemployment, exploitation, lack of educational and health facilities, aggression and denial of self determination.

Teacher organizations should therefore consider establishing liaison with other organizations which are active on these issues, so that the activities for peace and disarmament can be more effective.

Grounds for Hope

War remains a continuing activity of humans in various parts of the world and the apparent self-generated escalation of the means of destruction is awesome indeed. However, another characteristic of the human race is its ability, from small beginnings, to face that which appears to be impossible and, finally to overcome.

The news brought to this conference of the recent very positive developments of the Peace Movement in the United

States of America with very successful seminars and huge mass rallies is welcome. Teachers have played an important part. This news breeds hope and gives others confidence to strive for peace.

WCOTP

Throughout the discussions many delegates referred to the great value of documents arising from international gatherings sponsored or assisted by WCOTP.

Particularly helpful were:

i) Final document of the first United Nations Special Session on Disarmament, 1978

ii) NGO Consultation Paris, 1980 on Education for Peace and Disarmament

iii) Unesco Report and Final Document of the World Congress on Disarmament Education, June 1980

iv) Report of the Unesco/WCOTP Consultation of experts on the contents and methods of education for international understanding, peace, disarmament and respect for human rights, Morges 1981.

The Commission recommends to WCOTP:

1. To ensure that the recommendations and reports of this Symposium are made available to the members of affiliates for consideration and implementation.

2. That WCOTP arrange for wider dissemination of the 10 points incorporated in the Report of the 1980 Unesco World Congress on Disarmament Education, together with material to elaborate them.

3. That WCOTP pursue its initiatives among international teacher organizations on education for disarmament and other matters of mutual concern.

4. That WCOTP take initiative to establish an annual Disarmament Education Week that will be a focus for activity in each country.

5. That WCOTP consider promoting national conferences on peace education at which the issues could be considered by unionists from the local regions of each country.

6. That WCOTP coordinate:

i) an exchange of information and records on war and rearmament between teacher organizations;

ii) cooperation between research groups in order to produce useful material for peace education.

7. That WCOTP investigate the possibility of obtaining finance to sponsor a major display of materials on Hiroshima and Nagasaki for an exhibition that could be transported from country to country to focus attention upon the reality of the effects of nuclear weapons.

8. That WCOTP take up with Unesco the possibility of providing funds for textbooks and other teaching materials on peace education for third world countries.

SPECIAL GUEST: Mr. Michio Nagai

Participants in the two Commissions were privileged to hear remarks by Michio Nagai, former Minister of Education of Japan, now special adviser to the Rector of the United Nations University. Mr. Nagai also served as an adviser to the International Commission on Peace and Security Issues, chaired by Olof Palme, recently re-elected Prime Minister of Sweden.

REPORT FROM COMMISSION II

THE DEVELOPMENT OF TEACHING MATERIALS FOR DISARMAMENT EDUCATION

Rapporteur:
Zilah Mattos Totta (Confederação de Professores do Brasil)

The concern and suggestions expressed by the members of Commission II at the 'International Symposium on Disarmament Education' reveal two fundamental ideas:

1. Education for disarmament and for peace must be one of the basic objectives of any educational system.

2. This objective will be reached inasmuch as all persons and institutions directly or indirectly concerned with education will gain and develop an increased awareness of the problems related to human rights, leading to mutual understanding and international co-operation in that area.

With these two ideas as starting point, the Commission proposed the examination of three fundamental questions bearing on the 'development of teaching materials for disarmament education':

1. Discussion on the contents of teaching programmes and curricula at all levels of education.

2. Teacher education.

3. The teaching method as an information and education technique.

Item 1

The discussion on the teaching programmes and curricula presupposes, first and foremost, a profound 'revision' emphasizing education as a democratic process which implies participation, critical analysis and the integrated development of the psychological, ethical, social, political, legal, methodological and didactic aspects of education.

Disarmament education is beyond doubt an eminently political task in today's world, a world of contradiction and violence which must be confronted if we are to restore faith in lasting

peace based upon full awareness of the rights of each individual and of the society as a whole. Hence the emphasis which all declarations of Commission II lay on the necessity of mutual understanding and international co-operation as the guarantee of lasting peace. This emphasis immediately points to

Item 2

Teacher education. Fundamental aspects considered under this item:

1. the teacher's training based on a critical and global vision of reality;
2. autonomy attained through the practice of leadership and the discovery of one's potential;
3. the teacher's political awareness as a factor of change;
4. union organization as a driving power and a concrete means of promoting the freedom to participate in decision-taking processes.

Item 3

With a view to attaining what is proposed in items 1 and 2, a great number of suggestions were made based on the considerations enumerated hereunder:

1. Teaching aids must present a permanent and renewed appeal for peace and disarmament; they are instrumental to the expression of both teachers and students.
2. To this end, it is imperative that textbooks should be revised immediately so that, instead of being a mere instrument of manipulation, they may contribute to the development of the critical mind and encourage research.
3. There should be a choice of texts adapted to reality and to education for peace and disarmament.
4. The use of audio-visual material and of the various means of social communication with a view to increasing social awareness and the understanding of international issues - all the more important as today's social problems are interdependent.
5. Exchange of experiences based on the real situation of each country, without any attempts to hide the truth.
6. Promotion of excursions to Hiroshima and Nagasaki for a direct contact with an enormous reality.
7. Promotion of research into armament expenditure and in-

vestment in education in the various countries, and into the causes of violence, hunger, school evasion, etc.

8. Revision of curricula at all levels, and of teaching aids suitable to each level.

9. Creation of centres of education for peace, and the institution of a 'disarmament week' as has already been done in several countries.

10. Training and leadership projects at the local, regional and national levels.

11. Establishment of 'non-violence' programmes in schools and at home (for those of pre-school age).

12. Permanent examination of forms of human behaviour elicited by the mass media.

13. Bibliography adequate to education for peace at all levels and for all age groups.

14. The use of all subjects in the curriculum to promote education for peace.

15. Development of extra-curricular activities.

16. Short-story and poetry contests on the subjects of peace and disarmament - publishing of texts.

17. Information, at all school levels, about the reality and consequence of nuclear warfare, based on the experience of Hiroshima and Nagasaki.

Final considerations: Proposals

1. The reports presented at this symposium revealed:
   - a great number of testimonies
   - a great number of pedagogical experiences

2. In each country the following must be considered however:
   - the diversity of situations
   - the diversity of conditions
   - the diversity of experiences
   - the disparity of idioms

3. It becomes therefore absolutely necessary to establish a 'link' and this has led Commission II to elaborate the following proposals, bearing in mind all the reports and ideas presented at this Symposium:

   (i) Unesco should take the initiative to establish a 'repertory' of all the existing teaching aids intended for education for peace and disarmament

and from this international 'inventory', set up a data bank for the use of the Departments of Education of all member countries.

(ii) WCOTP should create its own committee for the examination and evaluation of teaching aids, especially textbooks.

(iii) There should be a continual use of the means of social communication in order to favour and facilitate access to all information relating to education for peace and disarmament.

Conclusion

The opportunity given to the members of the Commission to go to Hiroshima and hear the 'Hiroshima message' brought them to consider a number of essential questions.

I. WCOTP should elaborate a document comprising all contributions, to be sent to all member organizations.

II. WCOTP should organize a new debate to strengthen, widen and thoroughly examine the proposals of this Symposium.

III. The international dimension of this action should be stressed in order to increase people's awareness and understanding of international issues.

IV. Unesco should systematically transmit all documents relating to education for peace and disarmament to all governments and non-governmental organizations so that teachers all over the world may have access to these documents.

V. Unesco should make public the result of the proposition of the Secretary General of the United Nations to the effect that one fiftieth of one percent of current military expenditure should be devoted to national and international efforts in favour of disarmament and, in particular, to education and information relating to disarmament and peace.

VI. WCOTP should encourage and promote intercommunication among schools in different countries.

VII. Consideration should be given to the urgent need for action on the matter of mass communication.

The Commission suggests that research should be carried out, in each country, into the means of bringing the persons responsible for education into contact with the persons responsible for the mass media, so that audio-visual techniques may be used for educational purposes.

The various statements made during the sessions of Commission II draw attention to the danger of the manufacture of toy weapons, fabricated generally in the developed countries, which distort children's minds.

Moreover, both the young people and the working classes must be made aware of the fact that education for peace is a matter of urgency.

In order to develop mutual understanding and international co-operation it is necessary to assemble all the persons who are committed to the solution of today's problems and who believe that we must 'disarm our minds to construct peace'.

THE TWO-FOLD TASK OF TEACHERS - A SUMMING UP

Norman M. Goble, WCOTP Secretary General

I do not propose to attempt a review of all that has taken place during these last four days, but only to offer some reflections on the theme of the conference - some brief remarks in which I hope participants will find an echo of the thoughts which have been so eloquently expressed here in Hiroshima.

The first thought must be of the significance of this place in human history.

I have never witnessed a nuclear explosion. My own experience of war was of the most 'conventional' kind, in that second World War in which conventional weapons and conventional barbarities, assisted (as war is always assisted) by hunger, cold and disease, took the lives of fifty-one million people.

Most of those fifty-one million were peaceable individuals, who had no quarrel with anyone. Many of them were children. Few of them chose to go to war. They were sent to a war that was not of their making, or the war came to seek them out in their own homes and workplaces.

Having mentioned their number, I wish that it could be forgotten; for if we are too impressed by numbers, if we come to feel that one child's agony is less terrible than the sufferings of ten, or a hundred, or a million, we shall have allowed arithmetic to become more important than humanity. There is a danger that exposure to statistics may make us callous, so that we come to feel that a few deaths do no harm, that small wars are all right, that to kill and to torture and to maim is an acceptable practice as long as the number of victims stays within some decent daily maximum. And that cannot be. We must not ever let it be said that some deaths are more acceptable than others.

What, then, is the unique significance of the sudden and horrible martyrdom that was visited upon Hiroshima and Nagasaki thirty-seven years ago? Certainly that dreadful moment of mass killing did not make the millions of earlier deaths less terrible, nor give us any reason to be less concerned about that smaller number who will suffer and die on battlefields and in village streets and in police torture cells today and tomorrow and the day after. Certainly it did not change the essential truth that every act of violence, whether there be one victim or one million, is a regression to barbarism, a retreat from civilising ideals which education must promote.

But Hiroshima added two new factors.

First, the appalling swiftness and vast scale of the catastrophe taught us that war, which was always an evil and ugly folly, is now insanity. Thirty-seven years later, we must wonder how such a lesson could so quickly be forgotten. The insanity of warlike preparations grows more frenzied year by year. Madmen in the seats of power pursue the idiot delusion of 'nuclear parity', in a race that can end only in death and devastation. A world which, thirty-seven years ago, said 'never again' is now, in horror, asking 'when'? Those of us who still have freedom to speak and to teach must answer 'Never! Never!'

Secondly, the terrible ordeals of Hiroshima and Nagasaki faced us in dramatic fashion with the fact that these events were not accidents, not natural disasters, but products of the human will. They were the result of a deliberate decision to kill, to mutilate and to destroy. People died, and suffered, and still suffer, because other people wanted these things to happen, and had discovered an irresistible means of making their wish a reality.

Wars are not accidents. They result from policy decisions. Acts of violence are not random. They reflect the values held by their perpetrators. Wars will continue until people learn to assess and analyse and repudiate the attitudes and the policies which lead towards war, and the value systems which condone violence.

But peace is not merely a repudiation of war. Peace is not a negative thing. It is a state of justice and mutual respect in which differences can be reasonably accommodated and violent conflict is unthinkable.

Peace cannot be sought where the causes of war develop unchecked. Justice and respect for human rights are the prerequisites of peace. Dedication to the future well-being of humankind must prevail over national pride and local self-interest and the memory of past wrongs before hate and hostility can be exorcised. The <u>way</u> to peace lies in the resolve to understand and to eliminate the causes of conflict. The resolve to <u>seek</u> the way to peace rests upon our awareness of the real nature of the alternative. <u>Knowledge</u> of cause and effect and the <u>will</u> to choose the way of peace and humanity, are inseperable requirements.

All these are things that can be learned and taught; and people who learn them and teach them will not be deluded and must challenge the exercise of power by those who <u>are</u> deluded.

The teaching profession, then, has a two-fold responsibility. Teachers in their classrooms must do their utmost to equip their students with the knowledge, the understanding and the

analytical skills that will protect them from becoming the dupes of irresponsible leaders and enable them to engage effectively in the political life of society, and to induce them to accept a value system which abhors violence and cruelty. And teacher organizations must learn to be skillful and effective in bringing pressure on governments to adopt policies of social justice and peaceful development, and to seek a world-wide reduction of tensions.

To attempt these things in the present climate of massive distrust, to teach the values of peace and compassion in an increasingly violent and cynical world, is a difficult and disheartening task. But if it is difficult, it is all the more urgent. If it is disheartening, there is all the more reason not to leave it optimistically to others. It is our task, now. If I may quote a poem of a generation ago: 'If not you, who? If not now, when?' The task must be undertaken. Those who have seen the museum of Hiroshima, and met the survivors, cannot say that they do not know what the alternative is.

There are many, many ways, in the diverse cultures of the peoples represented here, to teach these things. But however diverse our cultures and our ideologies we teachers must all come to the same starting point, recognizing one truth and forming one resolve.

The truth is this: among the hungry, struggling peoples of the earth, desperate for life and yearning for freedom, political leaders are pursuing ever new and more costly ways to horrifying death - arming against each other, arming against their own citizens. If we cannot find a way to stop this madness, our world will end.

The resolve we must make is this: there must no longer be found in our schools any means, or any intention, of teaching hate or hostility, except hatred of violence, and of the injustice, the inequality, and the oppression from which violence is born.

We must reach far beyond the partial solutions and limited goals that politicians tease us with. Strategic arms limitation is not even a beginning. Can we really feel comforted by a situation that ensures that we can only be killed thirteen times over? We hear talk of nuclear-free zones. Does that mean that licence is given for nuclear war in the non-designated zones?

Surely nothing makes sense short of the goal of making earth a nuclear-free planet, a weapon-free planet, a humane planet, a planet of peace.

CONCLUSION

Guest speakers at the closing ceremony were Mr. Jan Martenson, Assistant Secretary General of the United Nations, and Mr. Tokuma Utsunomiya, an eminent Japanese parliamentarian who was associated with the drafting of the Japanese constitution, adopted in 1946, and continues to work for peace and disarmament as consultant to the Parliamentarian's League for Disarmament.

Reports were presented from each of the two Commissions, and adopted by the plenary session.

The proceedings of the Symposium were summarized by WCOTP Secretary General Norman M. Goble (see pages 70-72).
The Rapporteur-General then presented on behalf of the drafting committee the draft text of the Hiroshima Appeal. With the addition of two amendments by Guy Georges (SNI-PEGC, France), the text was adopted unanimously. The Appeal is printed in full at the beginning of this report.

In a presentation to James Killeen and Motofumi Makieda, secondary school students from Hiroshima expressed their appreciation for the efforts of the sponsoring and host organizations in convening the Symposium in their city. They asked participants to do everything in their power to work for a better and more peaceful future for the children of the world.

Paying tribute to all those who had worked for the success of the Symposium, and in particular the Japan Teachers' Union and its fellow host organizations, James Killeen recalled the task which now faced all participants as they returned to their countries and endeavored to implement the Hiroshima Appeal.

Motofumi Makieda expressed again his appreciation to all those who had participated and declared the Symposium closed.

XIII

BEST COPY AVAILABLE

XIV

ANNEX /ANNEXE/ ANEXO

ATTENDANCE LIST

LISTE DES PRESENCES

LISTA DE PARTICIPANTES

REPRESENTATIVES OF NATIONAL TEACHER ORGANIZATIONS/REPRESENTANTS D'ORGANISATIONS NATIONALES D'ENSEIGNANTS/REPRESENTANTES DE ORGANIZACIONES NACIONALES DE DOCENTES

AUSTRALIA/AUSTRALIE

Australian Teachers' Federation

Bloch, Cathy, Vice President, New South Wales Teachers Federation, 24 Morrison Avenue, Coledale, N.S.W.

Lees, George, Vice President, Technical Teachers Union of Victoria, 21 Station St. Coburg 3058, Victoria

Tonkin, David, Vice President, South Australian Institute of Teachers, 15, Chyde Rd. Hawthorndene, South Australia

BANGLADESH

Bangladesh Government College Teachers Association

Begum, Rasheda, c/o BGCTA, Titumir Government College, Mohakhali, Dacca

BRAZIL, BRESIL, BRASIL

Confederaçao de Professores do Brasil

Mattos Totta, Zilah, c/o CPB, Rua dos Andradas 1234, 23° andar, conjunto 2309, 90.000 Porto Alegre, RS

CANADA

Canadian Teachers' Federation

Barker, Robert, Director of International Programme CTF, 110 Argyle Avenue, Ottawa, Ontario

CHILE

Asociacion Gremial de Educadores de Chile

Bello, Samuel, Calle Lord Cochrane 184, Santiago

COSTA RICA

Asociacion Nacional de Educadores

Vega, Marco Antonio Barrantes, c/o ANDE, Apartado 2938, San José

ENGLAND/ANGLETERRE/INGLATERRA

National Union of Teachers of England and Wales

Budd, Alfred, President, NUT, Hamilton House, Mabledon Place, London WC1H 9BD

FIJI/FIDJI/FIYU

Fiji Teachers Confederation

Charan, Shiu, Secretary General, FTC, P.O. Box 3582, Samabula, Suva

FRANCE/FRANCIA

Syndicat National des Instituteurs et Professeurs d'Enseignement Général de Collège

Georges, Guy, Secretary General, SNI-PEGC, 209, Bd. St. Germain, 75007 Paris

Syndicat National des Enseignements de Second Degré

Vuaillat, Monique, Deputy Secretary General, SNES, 1, rue de Courty, 75341 Paris Cedex 07

Fédération de l'Education Nationale, France

le Neouannic, Guy, Secrétaire national, FEN, 48 rue La Bruyère, 75009 Paris

GHANA

Ghana National Association of Teachers

Mensah, Paul Osei, Deputy Secretary General, GNAT, P.O. Box 209, Accra

HONDURAS

Colegio Profesional "Superacion Magisterial" Hondureño

Sabio, Juan Ambrosio, c/o COLPROSUMAH, Junta Central Ejecutiva, Apartado 154, Tegucigalpa

HONG KONG

Hong Kong Professional Teachers Union

Szeto Wah, President, HKPTU, 46-48, Man King Bldg. 2 F, Ferry Point, Kowloon

Pun, Tin Chi, Secretary General, HKPTU, Man King Bldg. 2F, Ferry Point, Kowloon

INDIA/INDE

All India Primary Teachers Federation

Eswaran, S., General Secretary, Tamil Nadu Elementary School Teachers Federation, 158 Bells Road, Madras 5

INDONESIA/INDONESIE

Persatuan Guru Republik Indonesia

Mrs. Wahjudi, Vice-President, PGRI, Jalan Tanah Abang Tiga 24, Kotakpos 2405, Jakarta

IVORY COAST/COTE D'IVOIRE/COSTA DE MARFIL

Syndicat national de l'enseignement primaire public de Côte d'Ivoire

Allangba, Anne, Secretary General, SNEPPCI, 01-B.P. 3928, Abidjan 01

JAPAN/JAPON - see below/voir ci-dessous/ver más abajo

MALAYSIA/MALAISIE/MALASIA

National Union of the Teaching Profession

Pitchay, Solomon, Vice-Chairman of the Council of NUTP, 13B, Jalan Murai Dua, Off Jalan Ipoh, Buta Complex, Kuala Lumpur 13-04

NEW ZEALAND/NOUVELLE ZELANDE/NUEVA ZELANDIA

New Zealand Educational Institute

Smith, Jack, National Secretary, NZEI, P.O. Box 466, Wellington 1

NIGERIA

Nigeria Union of Teachers

Falade, Gabriel, Assistant Secretary General for International Relations, P.M.B. 1044, Yaba, Lagos State

PAPUA NEW GUINEA/PAPOUA NOUVELLE GUINEE/PAPUA NUEVA GUINEA

Papua New Guinea Teachers' Association

Waiwai, Waterhouse, Assistant Secretary, PNGTA, P.O. Box 6546, Boroko

PHILIPPINES/FILIPINAS

Philippine Public School Teachers' Association

Bacuyag, Conrado, Board Member, Board of Directors, PPSTA, P.O. Box 4517, Manila

Bacuyag, Guadalupe B., Member, PPSTA, P.O. Box 4517, Manila

National Alliance of Teachers and Office Workers, Inc.

Saquin, Candido, c/o NATOW, Rm. 314 Isabel Building, España, Manila

SENEGAL

Syndicat national de l'enseignement élémentaire

Abiboulaye, Sy, c/o SNEEL, No. 2565 OHLM Baye Gynde, Dakar

SIERRA LEONE

Sierra Leone Teachers'Union

Fatoma, E.A., Secretary General, SLTU, P.O. Box 477, Freetown

SINGAPORE/SINGAPOUR/SINGAPUR

Singapore Teachers' Union

Koh, Sauk Keow, Assistant Secretary, STU, Teachers' Centre, Tagore Avenue

SPAIN/ESPAGNE/ESPANA

Federación de Trabajadores de la Enseñanza

Fuentes, Juan Luis, Assistant Secretary General, FETE, Avenida de los Toreros 3, Madrid 28

SRI LANKA

All Ceylon Union of Teachers

Pakianthan, D.A., Executive Member of ACUT, 127/1 Centre Road, Colombo 6

THAILAND/THAILANDE/THAILANDIA

Teachers Council of Thailand (Khuru Sapha)

Chitkornikitsil, Sripong, Educational Planner, Khuru Sapha, 794 Thaladplu, Thonbori, Bongkok 10300

TOGO

Syndicat des Enseignants Laïcs du Togo

Kangni, Tossah Kpessou, c/o SELT, P.O. Box 16, Lome

UNITED STATES/ETATS-UNIS/ESTADOS UNIDOS

National Education Association of the United States

McGuire, Willard, President, NEA, 1201 16th Street, N.W. Washington, D.C. 20036

Herndon, Terry, Executive Director, NEA, 1201 16th Street, N.W. Washington, D.C. 20036

USSR/URSS

Educational and Scientific Workers Union of the USSR

Nikiforov, Youri, Georgiyevitch, Secretary, ESWU, 42 Lenin Avenue, Moscow V117

Nossov, Vladimir, Ilych, International Officer, ESWU, 42 Lenin Avenue, Moscow V117

ZAIRE

Fédération nationale des enseignants du Zaïre

Abeka, Pa-Wonymok, National Secretary, P.O. Box 8814, Kinshasa

REPRESENTATIVES OF INTERNATIONAL ORGANIZATIONS/REPRESENTANTS D'ORGANISATIONS INTERNATIONALES/ REPRESENTANTES DE ORGANIZACIONES INTERNACIONALES

UNITED NATIONS/NATIONS UNIES/NACIONES UNIDAS

Martenson, Jan, United Nations Assistant Secretary General, Head of UN Center for Disarmament

UNESCO

Kabatchenko, Mikhail, Chief of Section of Education for International Cooperation and Peace

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION/CONFEDERATION MONDIALE DES ORGANISATIONS DE LA PROFESSION ENSEIGNANTE/CONFEDERACION MUNDIAL DE ORGANIZACIONES DE PROFESIONALES DE LA ENSENANZA (WCOTP/CMOPE)

Killeen, James, President

Makieda, Motofumi, Immediate Past President, c/o Japan Teachers' Union

Goble, Norman, Secretary General WCOTP/CMOPE, 5 avenue du Moulin, 1110 Morges, Switzerland

Harris, Robert, Programme Officer, WCOTP/CMOPE

Daubard, Jean, Secretary General, International Federation of Teachers' Associations (IFTA/FIAI/FIAM) 3 rue de la Rochefoucauld, 75009 Paris

Drubay, André, former Secretary General, International Federation of Secondary Teachers (FIPESO), 7 rue de Villersexel, 75007 Paris

INTERNATIONAL FEDERATION OF FREE TEACHERS UNIONS/SECRETARIAT PROFESSIONNEL INTERNATIONAL DE L'ENSEIGNEMENT/SECRETARIADO PROFESIONAL INTERNACIONAL DE LA ENSENANZA (IFFTU/SPIE)

van Leeuwen, Fred, Secretary General, IFFTU, Herengracht 54-56, 1015 BN, Amsterdam, Netherlands

WORLD FEDERATION OF TEACHERS' UNIONS/FEDERATION INTERNATIONALE SYNDICALE DE L'ENSEIGNEMENT/ FEDERACION INTERNACIONAL SINDICAL DE LA ENSENANZA (FISE)

Retureau, Daniel, General Secretary, FISE, Wilhelm Wolff Str. 21,1110 Berlin, Democratic Republic of Germany

Boral, Abani, Vice President, FISE, c/o ATIPO Khurda, St. Puria, Orissa, India

Tourtchaninov, Secretary, FISE, Wilhelm Wolff Str. 21, 1110 Berlin

WORLD COUNCIL OF CHURCHES/CONSEIL OECUMENIQUE DES EGLISES/CONSEJO ECUMENICO DE IGLESIAS

Hsu, Victor, Representative to United Nations, World Council of Churches

INTERNATIONAL COUNCIL FOR ADULT EDUCATION/CONSEIL INTERNATIONAL D'EDUCATION DES ADULTES/ CONSEJO INTERNACIONAL PARA LA EDUCACION DE ADULTOS

Fudzita, Hideo, Professor of Rissho University, 5207-7 Akiya, Yokosuka City, Kanagawa, Japan

WORLD COUNCIL FOR CURRICULUM AND INSTRUCTION

Shoji, Masako, Emeritus Professor of Hiroshima University, 11-9 Higashi-Honura-cho, Minami-ku, Hiroshima City, Japan

OBSERVERS/OBSERVATEURS/OBSERVADORES

Toronto Board of Education, Canada

Thurlon, Setsuko, Toronto Board of Education, Toronto, Ontario

Université de Paris III

Recht, Jean-Jacques, 341 rue Lecourbe, 75015 Paris

Association for International Cooperation and Disarmament, Australia

Murphy, Helen, Member, AICD, 11 Wood Street, Lane Cove, 2066 N.S.W. Australia

New South Wales Retired Teachers Association

Jackson, Stanley, Member, NSWRTA, 32 Chisholm Avenue, Chaceville Beach, Australia

Union of Korean Teachers and School Clerks in Japan

Pak, Kwang Taik, President, UKTSCJ, 4-33-14, Hakusan, Bunkyo-ku, Tokyo

Rim, Gwang Jin, Vice-President, UKTSCJ " " "

Son, Song Won, Member, UKTSCJ, " " "

JAPAN/JAPON

Japan Senior High School Teachers' Union (NIKKOKYO)

Aiba, Minoru, Director of Educational and Cultural Department, JSHSTU, c/o Japan Education Hall, 2-6-2 Hitotsubashi, Chiyoda-ku, Tokyo

Hori, Yasuo, President of School Branch, c/o Gumma Senior High School Teachers Union, 3-1-10, Ohte-machi, Maebashi City

Aruga, Takashi, Chairman of the Committee of Directors of Educational and Cultural Department

Kotani, Kazumi, Member of Executive Committee, Wakayama Senior High School Teachers Union, Higashino-cho 28, Saikaya-cho, Wakayama City

Mese, Nobumasa, Member of the Committee of Peace, c/o Okayama Senior High School Teachers Union, 2-35, Sumiyoshi-cho, Okayama City

Japan Teachers Union (NIKKYOSO)

Hashiguchi, Kazuko, Vice-President, JTU, c/o Japan Education Hall, 2-6-2, Hitotsubashi, Chiyoda-ku, Tokyo

Nakakoji, Kiyoo, Secretary General, JTU

Itoh, Masanori, Director, International Department, JTU

Fukushima, Teruo, Director, Educational and Cultural Dept., JTU

Tokuyama, Nagateru, Director, Educational Joint Struggle Dept., JTU

Ohba, Shoju, Director, Press Department, JTU

Suzuki, Shoichi, Director, General Affairs, Dept., JTU

Tsutsumi, Akihiro, Director, Joint Struggle Dept., JTU

Okuyama, Mieko, Director, Women's Department, JTU

Yuasa, Hideo, Director, High School Department, JTU

Shimabukuro, Toshiko, Director, Kindergarten Dept., JTU

Tsuchiya, Yoshitsugu, Chairman of the Council for Peace Education, Hokkaido Teachers Union, Nishi 12-chome, Minami 3-jo, Chuo-ku, Sapporo City

Harada, Yorimichi, Assistant Secretary General, Aomori Teachers Union, c/o Education Hall, 1-2-25, Hashimoto, Aomori City

Matsubuchi, Takashi, Secretary, Committee for Promoting Peace Education, Iwate Teachers Union, 1-1-16, Ohdori, Morioka City

Nagane, Katsuyuki, Member of Committee for Promoting Peace Education, Iwate High School Teachers Union, 11-13, Shiga-cho, Morioka City

Sakai, Takao, Staff, Miyagi Teachers Union, 1-2-45, Kashiwagi, Sendai City

Aida, Choei, President, Fukushima Teachers Union, 10-38, Kamihama-cho, Fukushima City

Yuzawa, Koichiro, President, Tochigi Teachers Union, c/o Education Hall, 648, Komanyu-cho, Utsunomiya City

Kawashima, Motoo, Director, Educational and Cultural Department, Gunma Teachers Union, c/o Education Hall, 3-1-10, Ohtemachi, Maebashi City

Kurita, Hideo, Director, Educational and Cultural Department, Saitama Teachers Union, 3-12-24, Takasago, Urawa City

Yamashita, Kusukazu, President, Saitama High School Teachers Union, 3-12-24, Takasago, Urawa City

Yazawa, Shin-ichiro, Staff, Chiba Teachers Union, c/o Education Hall, 4-13-10, Chuo, Chiba City

Honma, Yoshito, Assistant Secretary General, Chiba High School Teachers Union, c/o Education Hall, 4-13-10, Chuo, Chiba City

Ishikawa, Jiro, Director, Department for the Promotion of Education Movement, Tokyo Metropolitan Teachers Union, c/o Japan Education Hall, 2-6-2, Hitotsubashi, Chiyoda-ku, Tokyo

Hatano, Norimasa, Vice-President, Tokyo High School Teachers Union, c/o Japan Education Hall, 2-6-2 Hitotsubashi, Chiyoda-ku, Tokyo

Sato, Kazutoshi, Vice-President, Kanagawa Teachers Union, 2-197, Fujidana-cho, Nishi-ku, Yokohama City

Nakanowatari, Tsuyoshi, Member of Executive Committee, Kanagawa High School Teachers Union, c/o Education Hall, 1-14-1, Oh-oka, Minami-ku, Yokohama City

Yamagata, Nagayoshi, Assistant Secretary General, Yamanashi Teachers Union, c/o Education Hall, 3-9-10, Marunouchi, Kofu City

Saito, Hiroo, Director, Educational and Cultural Department, Shizuoka Teachers Union, c/o Education Hall, 1-12, Sunpu-cho, Shizuoka City

Imai, Yoshihisa, Member of the Committee for the Promotion of Peace Education, Shizuoka High School Teachers Union, c/o Education Hall, 1-12, Sunpu-cho, Shizuoka City

Iizuka, Susumu, President, Niigata Teachers Union, 1-53-3, Kawagishi-cho, Niigata City

Kanauji, Koyo, Former President of Branch, Ishikawa Teachers Union, 1-2-40, Korinbo, Kanazawa City

Okayama Nobuyoshi, Secretary General of a Branch, Chiba High School Teachers Union, c/o Education Hall, 4-13-10, Chuo, Chiba City

Yashiro, Kazumi, Member of the Committee to Prepare Educational Materials for Peace, 2-11-4, Kawagishi-cho, Niigata City

Ohnogi, Hidekazu, Member of Executive Committee, 1-2-40, Korinbo, Kanazawa City*

Nishida, Ryozo, Assistant Secretary General, Fukui Teachers Union, c/o Education Center, 22-28, 2-chome, Ohte, Fukui City

Tatsuhira, Kotaro, Director, Educational and Cultural Department, Fukui High School Teachers Union, c/o Education Center, 22-28, 2-chome, Fukui City

Sato, Susumu, Director, Educational and Cultural Department, Aichi Teachers Union, c/o Education Hall, 1-13-5, Izumi, Higashi-ku, Nagoya

Takahashi, Makoto, Director, Educational and Cultural Department of a Branch, Aichi High School Teachers Union, c/o Education Hall, 1-13-5, Izumi, Higashi-ku, Nagoya City

Iwata, Kenzo, Director, Educational and Cultural Department, Gifu High School Teachers Union, c/o Education Hall, 2-1, Miedera-cho, Gifu City

Ozaki, Tamotsu, Director, Educational and Cultural Department, Mie Teachers Union, c/o Education and Culture Hall, 2-142, Sakurabashi, Tsu City, Mie Prefecture

Nishida, Takahiro, Vice President of a Branch, Mie High School Teachers Union, c/o Education and Culture Hall, 2-142, Sakurabashi, Tsu City, Mie Prefecture

Matsumura, Yoshio, Assistant Secretary General, Shiga Teaches Union, 1-4-15, Umebayashi, Ohtsu City

Higashi, Teruhisa, Assistant Secretary General, Nara Teachers Union, c/o Education Hall, 5-5, Nobori-Ohji-cho, Nara City

Nakamichi, Yasukazu, Director, Educational and Cultural Department, Osaka Teachers Union, c/o Education Hall, 7-11, Higashi-Kozu-cho, Tennoji-ku, Osaka City

Komaki, Kaoru, Member of the Committee for the Promotion of Educational Research Activities, Osaka High School Teachers Union, c/o Education Hall, 7-11, Higashi-Kozu-cho, Tennoji-ku, Osaka City

Ishii, Ryoichi, President, Hyogo Teachers Union, c/o Education Hall, 4-10-8, Nakayamate-dori, Chuo-ku, Kobe City

Yamada, Atsushi, President, Tottori High School Teachers Union, 7-1, Ohenoki-cho, Tottori City

Tamura, Yoshinori, Director, Educational and Cultural Department, Okayama Teachers Union, c/o Education Hall, 2-35, Sumiyoshi-cho, Okayama City

Nakamura, Takami, Member of Executive Committee, Shimane Teachers Union, c/o Education Hall, 55 Hagoromo-cho, Matsue City

Yamaguchi, Satoshi, Member of the Committee for the Promotion of Peace Education, c/o Education Hall, 2-7-5, Hikari-machi, Higashi-ku, Hiroshima City

Shinno, Hisashi, Researcher, Institute for Peace Education, c/o Education Hall, 2-7-5 Hikari-machi, Higashi-ku, Hiroshima City

Uchomae, Hiroshi, Chairman, Committee for the Promotion of Peace Education, Hiroshima High School Teachers Union, c/o Miyuki Hall, 8-15, Hirano-cho, Naka-ku, Hiroshima City

Kurose, Shin-ichiro, Secretary General, Hiroshima Federation of Private School Teachers Unions

Shimizu, Takashi, Director, Educational and Cultural Department, Yamaguchi Teachers Union, 5-11, Naka-gawara-cho, Yamaguchi City

Yakushiji, Osamu, Member of Executive Committee, Ehime High School Teachers Union, c/o Education Hall, Kitamochida-cho, Matsuyama City

Nakagawa, Masaji, Member of the Committee for the Promotion of Peace Education, Kochi Teachers Union, 2-1-10, Marunouchi, Kochi City

Umehara, Kensaku, Chairman of the Committee for the Promotion of Peace Education, Kochi High School Teachers Union, c/o Education Hall, 2-1-10, Marunouchi, Kochi City

Kajimura, Akira, Assistant Secretary General, Fukuoka Teachers Union, c/o Education Hall, 2-5-47, Tenjin, Chuo-ku, Fukuoka City

Nishiyama, Masamitsu, Member of Executive Committee, Fukuoka High School Teachers Union, c/o Education Hall, 2-5-47, Tenjin, Chuo-ku, Fukuoka City

Yamakawa, Takeshi, Director, Educational and Cultural Department, Nagasaki Teachers Union, c/o Education Hall, 36 Yaoyamachi, Nagasaki

Yamaguchi, Etsuko, c/o Nagasaki Teachers Union

Ebara, Yukio, c/o Nagasaki Teachers Union

Nakama, Teruo, Director, Educational and Cultural Department, Oita Teachers Union, c/o Education Hall, 3-2-3, Kanaike-cho, Oita City

Umada, Tetsumei, President, Kumamoto Teachers Union, 1-12-2, Kyomachi, Kumamoto City

Suzuki, Masamichi, President, Kumamoto High School Teachers Union, 1-12-2, Kyomachi, Kumamoto City

Sakamoto, Katsuji, President, Miyazaki Teachers Union, 1-9-38, Tachibana-Dori- Higashi, Miyazaki City

Urasaki, Eiryo, Director, Educational and Cultural Department, Okinawa Teachers Union, 3-9-12, Kumochi, Naha City

Yamakawa, Soshu, Secretary General, Educational and Cultural Materials Center, Okinawa High School Teachers Union, c/o Education and Welfare Hall, 119-1, Aza-Furushima, Naha City

Toyama, Hideaki, c/o Faculty of Education, Yamaguchi University, 1677-1, Ohaza-Yoshida, Yamaguchi City

People's Educational Research Institute (MINKEN)

Imamura, Akira, PERI, c/o Japan Education Hall, 2-6-2, Hitotsubashi, Chiyoda-ku, Tokyo

Morita, Toshio, " " "

Igasaki, Akio, " " "

Kinoshita, Haruo, " "

Fukaya, Shosaku," " "

Hiroshima Committee for Backing the Symposium

Kumata, Shigemi, Chief Editor, Chugoku Shinbun

Uno, Shozo, Hiroshima Peace and Culture Center

Akino, Naomi, Hiroshima Jogakuin University

Sakuma, Sumi, Professor Emeritus of Hiroshima University

Moritaki, Ichiro, Professor Emeritus of Hiroshima University

Nakagawa, Teruo, Hiroshima Shudo University

Ohnishi, Norishige, Hiroshima Jogakuin University

Kurino, Ohtori, Hiroshima University

Yamada, Hiroshi, Hiroshima University

Nagai, Hideaki, Hiroshima University

Fujii, Toshihiko, Hiroshima University

Hashimoto, Eiichi, Hiroshima Jogakuin University

Sora, Tatsuo, Midori-machi Middle School

Morishita, Hiromu, Hatsukaichi City High School

Yokoyama, Ei, Hiroshima University

Nagai, Shigeo, Hiroshima University

Tsuneyoshi, Hironori, Hiroshima University

Oh-hara, Miyao, Hiroshima Technical Institute

Ishikawa, Masakazu, Hiroshima Women's University

Kodera, Sayoko, Hiroshima Women's University

Scholars and Researchers

Takayanagi, Shinichi, Professor of Senshu University, 3-8-5, Fujimidai, Nerima-ku, Tokyo

Ogawa, Toshio, Professor of Nagoya University, 2-3-17, Yoshioka-cho, Owari-Asahi City, Aichi Prefect.

Ebihara, Haruyoshi, Professor of Tokyo University of Arts and Sciences, Ho-5-202, Tamagawa-Jutaku, Someji 3-1 Chofu City, Tokyo

Horio, Teruhisa, Professor of Tokyo University, 1-36-13, Wakana-cho, Chofu City

Yamazumi, Masami, Professor of Tokyo Metropolitan University, 1-38-2, Asagaya-Minami, Suginami-ku, Tokyo

Nakano, Akira, Professor, Rikkyo University, 886, Midori-machi, Hachioji City, Tokyo

Takagi, Nisaburo, c/o Akimoto Bldg., 2-19, Tsukasa-cho, Kanda, Chiyoda-ku, Tokyo

Inaba, Michio, Institute for the Research of Newspapers, Tokyo University, 3-14-6, Nobidome, Higashi-Kurume City, Tokyo

Hoshino, Yasusaburo, Professor, Rissho University, 130-2, Higashiyama, Meguro-ku, Tokyo

Kurihara, Sadako, 855-2, Gion-cho, Asaminami-ku, Hiroshima City

Ohta, Masahide, Professor, Ryukyu University, Kakazu 841, Ginowan City

Japanese Society for the Study of Peace

Fukushima, Shingo, President, JSSP, 2-9-5, Daita, Setagaya-ku, Tokyo

Kido, Kazuo, 4-25-1-5-508, Wakana-cho, Tachikawa City

Hattori, Manabu, 4-1-2-303, Baba-Kaigan, Yokosuka City

Ohta, Kazuo, 562-15, Nishinohoro, Ebetsu City, Hokkaido

Kamata, Sadao, 136, Kasuga-cho, Nagasaki City

Ukita, Hisako, 1-15-23, Higashi-Kaigan, Fujisawa City

Japanese Society for the Study of Education

Ohta, Takashi, President, JSSE, 121, Ohmaki, Urawa City

Japan Journalist Congress

Hagiwara, Shiro, Vice-President, JJC, c/o Fukuyama Branch, Sanyo Shinbun, 11-24, Jibuki-cho, Fukuyama City

Uhara, Mikio, Secretary General, Hiroshima Branch, 21-3, Motomachi, Naka-ku, Hiroshima City

Japan Journalist Association

Tamura, Yasushi, President, JJA, 1-24,302, Shibanakata, Kawaguchi City, Saitama

All Japan Joint Struggle Council of Mass-Communication and Cultural Workers

Matsuo, Takehisa, President, Minpo-Roren, 4-1, O-aza Showadai, Itsukaichi-machi, Saeki-gun, Hiroshima Prefecture

Muramoto, Makoto, Trade Union Federations of Publishing Workers, 3-7 Takamatsu, Toshima-ku, Tokyo

Fujii, Hiroshi, Secretary General, Chugoku Branch, Nippo-ro, 671 Nishihara, Gion-cho, Asaminami-ku, Hiroshima City

Morita, Kunzo, President, Hiroshima Branch, AJJSCMCCW, 538, Iwagami, Koyo-cho, Asakita-ku, Hiroshima City

Nagasaki Prefecture

Itami, Yotaro, Teacher, Nagasaki High School

Takahashi, Shinji, Assistant Professor, Nagasaki General Science University

Sakaguchi, Tayori, Member of City Committee for the Promotion of Peace Education

Special Guests

Nagai, Michio, Consultant to Rector of UN University, 20-12 Kamiyama-cho, Shibuya-ku, Tokyo

Utsunomiya, Tokuma, Member of Parliament, c/o House of Councilors, Nagata-cho, Tokyo